

FY 2021 Quarterly Performance Report

[Quarter I: October 1, 2020 – 31st December, 2020]

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List of Abbreviations and Acronyms

BSC	Balanced Score Card
CDC	Curriculum Development Centre
COP	Chief of Party
COR	Contracting Office Representative
COVID-19	Corona Virus Disease – 2019
CSR	Corporate Social Responsibility
DCOP	Deputy Chief of Party
DEBS	District Education Board Secretary
DHH	Deaf and Hard of Hearing
DHT	Deputy Head Teacher
DRCC	District Resource Centre Coordinator
DRT	District Reading Team
EBS	Education Broadcasting Services
ECE	Early Childhood Education
EDC	Education Development Center
EMM	Enterprise Mobile Management
FGD	Focused Group Discussions
FQM	First Quantum Minerals
FY	Financial Year
GPE	Global Partnership for Education
GRZ	Government of the Republic of Zambia
HT	Head Teacher
IAI	Interactive Audio Instruction
IMEI	International Mobile Equipment Identity
IVR	Interactive Voice Response
JAR	Joint Annual Review
LARM	List of Approved and Recommended Materials (Green Book)
LOI	Language of Instruction
LRZ	Let's Read Zambia
M&E	Monitoring and Evaluation
MoGE	Ministry of General Education
MoH	Ministry of Health
NLF	National Literacy Framework
PCI	Parent and Community Involvement
PCSC	Parent Community School Committee
PDP	Professional Development Programmes
PEO	Provincial Education Officer
PITC	Policy and Implementation Technical Committee
PLP	Primary Literacy Programme
POM	Provincial Office Manager
PPP	Public Private Partnership
PS	Permanent Secretary
PSE	Private Sector Engagement
PTA	Parent Teacher Association
PTS	Performance Tracking System

Q1,2,3,4	Quarter 1, 2, 3, 4
RFQ	Request for Quotation
SBCC	Social and Behaviour Change Campaign
SDG	Sustainable Development Goal
SRD	Senior Reading Director
TALULAR	Teaching and Learning Using Locally Available Resources
TED	Teacher Education Department
TESS	Teacher Education and Specialised Services
TLM	Teaching and Learning Materials
ToT	Trainer of Trainers
TWG	Technical Working Group
USAID	United States Agency for International Development
VVOB	Flemish International Development Agency
ZEEL	Zambia Enhancement of Early Learning
ZICTA	Zambia Information and Communications Technology Authority
ZNBC	Zambia National Broadcasting Corporation

I. ACTIVITY OVERVIEW

USAID Let's Read is a five-year (January 7, 2019 – January 6, 2024) project targeting five provinces, specifically, Eastern, Muchinga, Southern, North-Western and Western. The project's primary focus is to improve reading outcomes for approximately 1.4 million children attending pre-primary (kindergarten) through to Grades 3 and provide professional development for teachers to support reading interventions in Zambian public and community schools. The project is managed by the Education Development Centre (EDC) in partnership with VVOB, Resonance, and Kentalis.

The project is designed to achieve two major results:

1. IR 1 Public and Community Schools Performance Improved.
2. IR 2 Ministry of Education Systems Strengthened.

The project will seek to achieve the following four key objectives encompassing a number of activities:

- Objective 1: Reading Package Intervention
- Objective 2: Meet the Metrics
- Objective 3: Performance Tracking System
- Objective 4: Increase Parent, Community, and Private Sector Engagement

Program Name	USAID Let's Read
Activity Start Date and End Date	January 7, 2019 to January 6, 2024
Name of Prime Implementing Partner	Education Development Center
Contract/Agreement Number	72061119C00001
Name of Subcontractors/ Subawardees	VVOB Resonance Kentalis
Major Counterpart Organizations	Ministry of General Education, Zambia
Activity Goal	Improve reading outcomes for approximately 1.4 million children attending pre-primary (kindergarten) through Grade 3 in Zambian public and community schools.
Activity Objectives	Objective 1: Reading Package Intervention Objective 2: Meet the Metrics Objective 3: Performance Tracking System Objective 4: Increase Parent, Community, and Private Sector Engagement
Geographic Coverage	935
Target Beneficiaries	Government and Community Schools
Reporting Period	October 1, 2020 to December 31, 2020
Planned LOP Funding (\$):	\$48,995,538
Mortgage (\$):	\$16,647,454

Obligations as of [date] (\$):	\$32,348,084
Average monthly expenditures (\$):	\$464,940
Accrued expenditures (\$):	\$1,003,852
Pipeline (\$):	\$2,109,248
Pipeline months (\$):	3 months (January 1, 2021 to March 31, 2021)

2. QUARTERLY REPORT (Q1: 1ST OCTOBER – 31ST DECEMBER 2020)

ACTIVITY IMPLEMENTATION PROGRESS

2.1 Key Highlights Summary

With the re-opening of schools in the last month of FY 2020, Q4, classes continued for all grades, including early grades, with schools and communities being urged by the Ministry of General Education (MoGE) to put in place all health and safety precautions as per the guidelines provided. However, with the guidelines also including reductions in class size and contact time, there continue to be concerns about limited instructional time for students. Changes to the academic calendar also meant changes to the timing for standardised assessments. As such, the Let's Read, in collaboration with the MoGE, was only able to administer two instead of three Standardised Literacy Assessments (SLAs). Those administered were Term 1, Week 13 and Term 2, week 13 for Grades 1, 2 and 3. The decision to implement these SLAs were informed by a number of factors, including but not limited to staggered completion of the curriculum across schools school closures as a result of the COVID 19 pandemic.

During the quarter, Let's Read facilitated a number of meetings with the MoGE and other stakeholders. These included but were not limited to :

- Meetings with core Departments including the Curriculum Development Center (CDC) and Teacher Education and Specialized Services (TESS) in October to discuss expected support by the MoGE to teachers to make use of accelerated learning principles to address concerns about loss of learning
- Review and inputs into USAID Let's Read Year 3 workplan which saw the participation of the Permanent Secretary for Administration (MoGE) alongside Departmental Heads from key Departments within the MoGE
- Meetings with the World Bank, USAID and the MoGE around possible areas of coordination for the proposed Zambia Enhancing Early Learning (ZEEL) project.
- Validation meeting by MoGE of the additional materials for the ECE Emergent Literacy Package, held on 6-8 October in Kabwe
- Year 3 Work Plan review meeting held October 22, 2020
- Preparation and facilitation of the ECE teacher trainings. Four weeks of trainings were held, between 7th of December and 31st of December. The planned fifth week of training was postponed due to rising COVID-19-numbers.

- Participated in Data Quality Audit (DQA) led by USAID/Zambia Monitoring, Evaluation & Learning Platform (Z-MELP)
- Conducted Tablet Training for Master Trainers (MT), Trainer of Trainers (ToT) and District Training (Schools)

On December 15, 2020, USAID Let's Read did a formal handover of tablets and other Teaching and Learning Materials (TLMs) to the Minister of General Education at Mulungushi International Conference Centre, Lusaka. The symbolic hand over was done by the Charge d' Affaires, David Young, to the Honorable Minister of General Education, Dr. Dennis Wanchinga, MP. The hand over was attended by approximately fifty participants, including the Provincial Education Officers from the five provinces that the project currently implements in. In all, over two million pieces of TLMs and 5,000 tablets had been procured for distribution. Distribution of TLMs (print materials) began during the quarter, with materials being distributed to teachers (data managers and ECE teachers) who attended trainings in FY 2021, Q1. The remaining TLMs will be distributed in FY2021, Q2.

During the period under review, USAID Zambia facilitated an introduction to the new teacher training project being implemented by School to School, Florida State University and the University of Zambia. The project, which is aimed at providing support to the teacher training colleges to improve pre-service education teacher training is expected to have a positive impact on bridging the current gap between the pre-service trainings and in-service trainings.

In FY 2021, Q1, USAID Let's Read facilitated a meeting of the Technical Working Group (TWG) on Standardised Literacy Assessments. The TWG, which met in Kabwe, Central Province, developed Standardised Literacy Assessments for Grade 1 & 3, Term 3, 2020, as well as Grade 1, Term 1, 2021. As has always been the practice, all the participants were drawn from the Ministry of General Education, including the Examinations Council of Zambia.

Trainings of teachers on the Performance Tracking System(PTS) and the use and care of tablets was conducted in December 2020. The trainings were preceded by identification and training of Master Trainers, and later, the District Trainers (*additional information on the content of these trainings can be found in the section on Monitoring and Evaluation*). With concerns about safety of participants at a high due to COVID 19, Let's Read staff developed selection criteria for possible venues that could be used. This was especially important, as unlike previous rounds of trainings which would have been held at boarding schools and teacher training colleges, with examination classes still in sessions these were not available. Instead alternative venues such as Trades Training Institutes, Farm Training Institutes, Teacher Training Colleges, and lodges were used as training venues.

Preparations for the ECE trainings earmarked for December 2020 and January, 2021 were completed and later the majority of trainings for all districts in all the five target provinces were

completed. Specifically, by the end of December, 2020, ECE teachers in 53 districts (out of the 63 districts), had been trained; and Namwala District of Southern Province was partially trained. A total of 2,285 (736 male; 1,549 female) ECE teachers were trained out of the projected 2,989 teachers. This represents 76.45 percent of the total anticipated teachers to be trained. The remainder are scheduled to be trained in FY2021 Q2.

Additionally during the period, Resonance also provided a three-day training to twenty-eight (28) senior Let's Read staff in capacity building in PPP development and implementation.

Communication remains an integral part of managing the USAID Let's Read work during the COVID-19 crisis. In this quarter, the project's strategic goal was to effectively enhance the visibility of USAID Let's Read Project and efficiently communicate project events and activities, whilst supporting teachers and learners via Teacher Tips and Folktales on ZNBC and Community Radio Stations. A key highlight in this area was the positive media coverage from various media organizations that captured the official handover of teaching and learning materials from USAID to the Ministry of General Education. The handover was covered by over 10 highly reputable media houses, ranging from TV, radio, newspapers, online news-sites, and social media platforms.

Additional progress on other project activities are indicated in the Implementation Status table, Annex 3.

2.2 . Management and Administrative Issues

Towards the end of December 2020, four Let's Read staff members contracted COVID 19. With trainings being assumed as the most likely source for these infections, and with a continuous rise in cases being reported by the Ministry of Health, the Let's Read team halted all further trainings until a plan could be put in place that would help ensure staff safety. With the training of data managers completed on December 24, 2020, a contingency plan was developed for the remaining ECE teachers from ten (10) districts who still needed to be trained. As reported elsewhere in this QPR, a contingency plan has been developed and submitted to USAID that details how these trainings will take place.

In early FY 2020, Q4, a Let's Read staff committee, led by the Deputy Chief of Party was set up to, among other things, make recommendations to develop a plan for re-opening EDC offices in Zambia. The plan, which had to be submitted in phases to the EDC Reintegration Task Force (RTF) committee, initially saw only 25% Let's Read staff being approved to return to offices, while the remaining 75% continued to telework. For the preparations needed for the teacher trainings in FY 2021, Q1, the RTF, as well as staff participation in these locations, the Zambia office applied for and was granted approval for 50% of staff to be allowed to work from office. Local staff from

VVOB and Resonance also teleworked during this period, coordinating as needed with EDC on how meetings would be handled.

With the preparations for training underway, in late FY 2021, Q1 and a part of the preparations for the training of teachers in PTS and tablets, the Let's Read team worked closely with MoGE staff in the respective provinces and the Lusaka HQ to ensure that information was sent to all schools in time. Suitable training venues were found as an alternative to boarding schools that could not be used during this time due to examination classes. Additionally, provincial level teams worked closely with their MoGE counterparts at the province and district levels to accept delivery and organization for the distribution of over 1.5 million pieces of TLMs.

By mid-quarter, the reduced number of COVID-cases allowed the project to organise face-to-face meetings. On 6-7-8 October, 3 directorates of the MoGE were engaged in the validation meeting of the additional materials for the ECE Emergent Literacy Package. Additionally, the reduced number of COVID-19 cases and the reopening of schools, also allowed the project to organise face-to-face trainings. The MoGE and the project trained ECE teachers during the Christmas Holidays. The trainings started on 7th of December and continued up to 31st December, 2020. The remaining teachers will be trained in Q2, FY2021.

Kentalis key staff members, who do not reside in Zambia, were still unable to travel, affecting the planned training for the DHH pilot. However, in Q1 of 2021 the project has been laying the groundwork for the distant learning solutions that will allow the start of training for Reading Coaches as well as Sign Language media production. The reading package is now awaiting the last illustrations and will be ready for lay-out in the next weeks.

2.3. Monitoring, Evaluation, and Learning Plan Update

During the period under review, USAID Let's Read participation in a Data Quality Assessment (DQA) process that was led by the USAID/Zambia Monitoring, Evaluation & Learning Platform (Z-MELP). A total of six (6) key performance indicators were selected for the audit:

1. ES. 1-3: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance.
2. ES. 1-13: Number of Parent Teacher Associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance.
3. ES. 1-45: Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, and supplementary readers in the language of instruction with inclusive representation of diverse populations. ES. 1-48: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2. (Ed Data should report. Related to ES. 1-1).

4. ES. I-49: Number of primary or secondary textbooks and other teaching and learning materials (TLMs) that are inclusively representative provided with USG assistance.
5. ES. I-50: Number of public and private schools receiving USG assistance.
6. ES. I-53: Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance.

USAID Let's Read staff involved in the process included the Monitoring & Evaluation/PTS Director; Monitoring & Evaluation/PTS Director and Senior M & E Advisor (Home Office); Data Base Manager; Provincial Office Managers; School Administrators; and the Chief of Party. The DQA was aimed at testing the data procedures that had been in place by the project, including how the data quality was matched against the following criteria:

- Reliability – how does the data reflect stable and consistent data collection processes and analysis methods over time;
- Validity – how does the data should clearly and adequately represent the intended results
- Timeliness – whether or not the data is available at a useful frequency, is it current and timely to influence/inform management decision making.
- Precision – is there a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.
- Integrity – does the data collected should have safeguards to minimize the risk of transcription error or data manipulation.

Given the delays in some project activities, the DQA focused on those indicators that the project had reported on, namely ES I-50 (number of schools reached); ES I-3 (number of primary learners reached with USG assistance); ES I-49 (number of TLMs distributed); and ES I-45 (% of learners with TLMs).

With challenges around travel caused by COVID 19, Let's Read worked with the Z-MELP team to find alternative ways to connect with stakeholders such as school administrators who interviewed using WhatsApp. At the time of this report, all processes for the DQA have been completed, and Let's Read is currently awaiting a draft report from the DQA team.

In FY 2021, Q1 the project team continued work on refining the Let's Measure app, working on a number of glitches that had been observed during preliminary tests. Key challenges addressed included, but were not limited to:

- optimizing records to shorten the time for data uploads;
- defining upload policy to ensure that data usage could be maximized (this has also been written into the training manual);
- allowing for easier tracking of tablet-based records per school and see the percentages of teachers, classes, pupils and assessments that have been uploaded;
- simplifying and streamlining data recovery should a tablet be lost or broken or in the rare event that the data on a tablet gets erased or corrupted;

- developing and testing additional quality assurance protocols to support the scale of the roll out; and
- updating content on the tablets without having to have them returned to a physical location.

With the quality assurance tests conducted and the challenges addressed, a new version of the app was released in time for the training of the data managers which took place in December 2020.

Delays to the procurement process to acquire the education management solution, also meant that the project had to adjust plans to ensure that the tablets could be configured in time for the trainings. The project reached out to the Information Technology Faculty at the University of Zambia and trained fifteen (15) students on how to configure the tablets needed for training. A total of 2,385 tablets were configured by the students and the project team in time for the cascade training at the various levels, including the Master Trainers, District Teams and Data Managers from each school.

With the tablets configured, the Let's Read team developed both print and video content to support the training cycles. A training manual was developed, providing a step by step guide on how to use and store the tablets safely. Additionally, and recognizing that there was some fear/uncertainty in using the technology, the Let's Read team also developed 15 short videos as an accompaniment to the training manual so teachers could see and follow practical steps on how to address basic functions and trouble shooting. The videos developed included topics such as :

- The Let's Measure App overview (use and function)
- How to use the tablet to take GIS coordinates for schools
- How to configure and manage data settings and uploads
- How to register teachers, classes and students
- Uploading and viewing results
- Viewing results on the Performance Tracking System dashboard
- Help Desk Support Services.

The training of data managers from schools was also selected as a strategy to ensure that there would be a point person who was familiar with the use and importance of data and technology and who in turn could train teachers at the school, with sessions to be organized and rolled into SPRINT sessions.

As summarized in the table 3 below a total of 7,310 (F - 3,100, M – 4,210) MoGE staff were trained in total, including administrators and educators.

Table 1: FY 21, Q1 Early Childhood Education (ECE) Training Summary, Indicators EI-6 & ESI-12

ES I-6 Number of Educators who complete professional development activities with USG assistance				ES I-12 Number of educators administrators and officials who complete professional development activities with USG assistance.			
Educators				Administrators			
	FM	M	Total		FM	M	Total
Eastern	313	163	476	Eastern	32	14	46
Lusaka	0	0	0	Lusaka	5	4	9
Muchinga	151	52	203	Muchinga	10	7	17
North Western	214	52	266	North Western	8	10	18
Southern	503	232	735	Southern	12	22	34
Western	253	102	355	Western	11	4	15
Total	1,434	601	2,035	Total	78	61	139

Table 2: FY 21, Q1 Performance Tracking System (PTS) Training Summary, Indicators EI-6 & ESI-12

ES I-6 Number of Educators who complete professional development activities with USG assistance				ES I-12 Number of educators administrators and officials who complete professional development activities with USG assistance.			
	F	M	Total		F	M	Total
Eastern	271	655	926	Eastern	60	240	300
Lusaka	0	0	0	Lusaka	0	2	2
Muchinga	148	341	489	Muchinga	43	257	300
North Western	206	317	523	North Western	29	223	252
Southern	363	628	991	Southern	61	189	250
Western	357	562	919	Western	50	134	184
Total	1,345	2,503	3,848	Total	243	1,045	1,288

Table 3: FY 21, Q1 Combined ECE and PTS Training Summary, Indicators EI-6 & ESI-12

ES I-6 Number of Educators who complete professional development activities with USG assistance				ES I-12 Number of educators administrators and officials who complete professional development activities with USG assistance.			
	FM	M	Total		FM	M	Total
Eastern	584	818	1402	Eastern	92	254	346
Lusaka	0	0	0	Lusaka	5	6	11
Muchinga	299	393	692	Muchinga	53	264	317
North Western	420	369	789	North Western	37	233	270
Southern	866	860	1,726	Southern	73	211	284
Western	610	664	1,274	Western	61	138	199
Total	2,779	3,104	5,883	Total	321	1,106	1,427

With two training events happening during the quarter (see section on ECE teacher training), Let's Read co-opted additional temporary staff to provide data entry support at the training locations. Thirty-eight (38) Data Clerks were taken on board to specifically assist with issues related to:

- Registration of event participants using both electronic and other paper-based tools
- Data capture of TLM distributions using both electronic and other paper-based tools
- Verification of captured data
- Consolidating daily reports on event participants and materials distributed
- Sorting, organizing and managing data collection instruments
- Complying with data integrity and security policies
- Organising and distribution of TLMs

During the period of performance, Let's Read also distributed and tracked data related to Teaching and Learning Materials (TLMs) during the training events. Waybills were developed for the ECE Centers as well as government and community schools and included materials for teachers, learners, school administrators and coaches. At the time of this report, a total of 1,452,670 pieces of TLMs have been distributed. The remaining TLMs are expected to be distributed in FY 2021, Q2, and at which time a fill report will be made.

3. STAKEHOLDER INVOLVEMENT

3.1 Inter-Activity Collaboration

During the period under review, USAID Let's Read met with several stakeholders working in the education sector. These included :

- Meetings with the World Bank around the Zambia Enhancing Education Learning (ZEEL) project. With an expected project effectiveness date of August 2021, ZEEL will focus on several areas that USAID Let's Read is currently working on. The proposed components include:
 - Component 1 : Improve equitable access to ECE in targeted areas, which would include expansion of facilities, community engagement, and improving the quality of ECE learning environment in targeted areas.
 - Component 2: Develop and implement ECE Quality Standards which would include the development and use of ECE national quality standards, promoting development of strategies and instruments for assessing learners progress.
 - Component 3: Enhance delivery of quality early learning and care, including ECE teaching workforce recruitment, deployment and management; continuous

professional development of ECE workforce; women's empowerment and community engagement for better nutrition, and childcare

- Component 4: System strengthening, project management, monitoring and evaluation and communication including strengthening governance and accountability; project management, M&E and communication.

Discussions in the meetings centered around understanding the progress on ECE components under the project, as well as for possible opportunities for collaboration.

Also during the quarter, an introductory meeting was facilitated by the USAID Education Director , Sarah Crites, to introduce the new education project in the Zambia country portfolio. The Transforming Teacher Education Project is seeking to deliver effective instruction to college and university students studying to become primary grade teachers. The project aims to improve pre-service education with current, evidence-based practices in primary schools and in-service education programs. Additionally, the project is seeking to ensure that all teachers will enter the classroom prepared to help children learn how to read and to provide safe learning environments more broadly.

The Project continued with collaborations with other stakeholders. Discussions with World Vision Zambia centered on how to collaborate in matters to do with identification of Youth Literacy Volunteers considering that World Vision Zambia also do have volunteers in a few schools. There was also discussion with VVOB on matters to do with the Catch-Up project which is in Eastern and Southern Provinces since Catch-Up programme focuses on Grade 3 as well. Much of the activities were, however, limited owing to the restrictions in face-to-face meetings as a result of COVID 19.

3.2 Education Sector Participation

As reported in more detail elsewhere in this QPR, the project held a number of meetings with various departments such as Curriculum Development Center (CDC) and Teacher Education and Specialized Services (TESS). Amongst other things, these meetings were aimed at unpacking the guidelines sent to the schools in September 2020, as well as look ahead at plans needed to support the implementation of standardized literacy assessments and the trainings planned for the end of the quarter. However, the planned PLP Technical Committee meeting which was scheduled for December, 2020 could not take place because the key personnel at the Ministry were out attending to other pressing matters such as monitoring of examinations. Additionally, the Planning meeting with the Ministry could not take place for the same reason.

During the quarter, the Project was able to brief the Permanent Secretary (PS) technical, Dr. J. Kalumba, on the Teacher Tips and Folktales programmes that were broadcasted using the

community radio stations in the five target provinces. A request was made by the PS Technical to extend the radio programs, as well as other activities to the remaining five provinces. The project reminded the PS Technical about the limitations of the program, but highlighted that teachers from the other five provinces had reported being able to listen on ZNBC Radio I.

On October 22, 2020, Let's Read was able to hold a meeting with key stakeholders from the MoGE on the proposed Year 3 work plan, held at Sarovar Premiere, Manda Hill, Lusaka the discussions took into consideration the challenges facing schools after six months leading to significant loss of learning, reduced professional development for teachers, and delays to planned project activities. Despite the challenges, the impact of the pandemic has also created opportunities for innovation. Repurposing content developed for face-to-face training into radio programmes, developing audio folktales for learners, and exploring IVR to support ECE have been some of the steps taken. The review meeting, aimed at providing an opportunity to see how best to align project activities to support MOGE's PLP and ensure a successful year of implementation, had the following objectives:

- Review the proposed Year 3 Work Plan for the USAID Let's Read Project
- Discuss and agree on any amendments, especially in light of the challenges that Covid-19 has presented
- Discuss and agree on how best to work around challenges that typically delay project on project activities
- Examine issues around coordination, including with current and/or expected projects supporting PLP.

Dr. J. Kalumba, the Permanent Secretary – Technical, Ministry of General Education provided opening remarks for the project staff, selected MoGE Directors and staff, and USAID staff present. Dr. Kalumba bemoaned the poor literacy levels of primary school learners and indicated that literacy is the foundation of all learning. He encouraged participants to pay particular attention to pre-reading activities , as well as placing more emphasis on handwriting skills. He urged Let's Read to ensure that project activities strengthened the teaching of these skills. Dr. Kalumba also noted that one of the effects of COVID 19 meant that teachers should be starting afresh because learners have forgotten what they were taught before schools closed. In order to bridge the gap, capacity building of teachers who teach literacy is needed. A summary report of issues raised in the meeting have been included in Annex 6.

The quarterly MoGE PPP Committee meeting for Q1, initially planned for December, was postponed to the second week of January due to the fact that the original meeting date fell on Christmas Eve when many of the participants would be off from work. The committee meetings continue to be held virtually in order to comply with social distancing rules following the outbreak of COVID-19.

The other meeting involved the Directorate of Planning and Information aimed at making preparations for the training in tablets and PTS, and with core members of the SLA TWG on preparations for development of standardised assessment for 2020 Grades 1-3 Term 3, as well as 2021 Grade 1 Term 1.

4. CROSSCUTTING ISSUES AND PRIORITIES

4.1 Gender Equality and Female Empowerment

The project continues to ensure fair representation of both genders in materials (digital, audio and print) in the development of teaching and learning materials. Towards this approach, Let's Read continues to integrate elements of Gender Responsive Pedagogy for ECE (GRP4ECE) in the Emergent Literacy, as well as the Folktales radio programmes, ensuring, for example, the project has used a deliberate strategy to ensure that voice actors represented in the training materials developed for radio broadcast and IAI materials also have a positive gender balance, with females also represented in positive non-traditional roles.

During the ECE training which was suspended on 31st December, 2020, Educators benefitting from USG sponsored trainings in FY2021 Q1 gave a total of 2,285 (736 male, 1,549 female) teachers trained. This represents 67% women trained during the quarter. This training was conducted in 53 of the 63 districts in the five target provinces. For the training in use and case?? tablets which also took place in FY 2021, Q1, a total of 3,848 teachers were trained, out of which 1,345 were women, representing 35% of participants.

Going forward, USAID Let's Read will continue to include and expand on key messaging surrounding gender issues for trainings with teachers, PTAs and volunteers at trainings - to counteract cultural notions that result in preferential treatment of boys in the classroom and in homes. Review of the reading materials and content using a gender-inclusive lens will continue to be the focus throughout the project lifespan as well as expand on gender-inclusiveness and sensitivity during staff trainings.

4.2 Science, Technology, and Innovation

In many ways the challenges caused by the COVID19 pandemic has expanded the need for using technology and innovative solutions. During the period under review, USAID Let's Read Project continued to use technology to keep in touch with partners and hold planning meetings. Platforms such as ZOOM, Google meet, Ring Central, and Teams were used to facilitate virtual meetings with MoGE staff as well as other stakeholders. Public private partnership brainstorm meetings held with partners, including those from the MoGE used platforms such as Miro Team

Collaboration Software to replicate in person sessions, using virtual sticky notes to identify and agree on priorities for the partnership. In late FY 2021, Q1 the project released a Request for Proposal (RFQ) for Interactive Audio Instruction (IVR) services to supplement face to face trainings. The project team also developed videos of practical use and care of the tablets, which were later included in the trainings for the Data Managers, and continued to make use of existing MoGE WhatsApp platforms to share scripts and audios of tips for teachers and folktales.

4.3 Private Sector Partnerships

While COVID-19 continues to impact the manner in which Let's Read activities are implemented, the project continued to make progress in private sector engagement during Q1 of FY2021. During this quarter, Let's Read re-engaged Zambian mobile network provider ZAMTEL in a co-development workshop resulting in a draft strategic partnership concept paper and an action plan for partnership implementation. Building from the previous partnership agreement to provide discounted data bundles with sim cards for tablets to 1,383 schools, the attendees participated in a virtual session aimed at further defining ZAMTEL's and Let's Read's common vision, goals, and potential activities for partnership in the education sector. The Let's Read and ZAMTEL participants discussed their common interests and identified a shared vision for the promotion of learner literacy in the future.

Towards the end of the session, the participants developed the following action areas to contribute to accomplishment of the shared vision:

- digital teaching and learning materials
- network accessibility and affordability
- capacity building of teachers to use ICT
- provision of ICT enablers, community engagement/brand awareness
- monitoring and evaluation of partnership activities

In particular, attendees discussed partnership for e-learning outside of the classroom, especially in light of the global pandemic, for both students and teachers. ZAMTEL has launched an e-learning platform in collaboration with the MoGE that could be leveraged for this initiative. These action areas and the corresponding action plan form an important road map for the Let's Read/ZAMTEL partnership and moving forward, through subsequent meetings, will be regularly updated with implementation tasks and timelines.

During this quarter, the project also publicly launched four partnerships on 15 December, 2020, marking the set-up of the performance tracking system (PTS). The announcement was made at the handover ceremony of teaching and learning materials (TLMs) to the MoGE, which was officiated by the Minister of General Education, Dr. Dennis Wanchinga and David Young, Chargé d' Affaires for the US Embassy in Lusaka. Among the partnerships announced was that with

mobile network provider Airtel for the provision of discounted bundles for 2,154 data lines to Let's Read-supported government and community schools. As part of the collaboration, Airtel committed to providing 1.5GB data to each school at ZMW30.00 per month, which represents a discount of 40percent. The company will also provide 2,154 sim cards for free as part of the partnership. Mr. Muyunda Munyinda, Airtel's Director of Business Enterprise, symbolically handed over the sim cards to the Minister of General Education. According to Mr. Munyinda, "beyond providing telecommunication services, Airtel also pays extra attention to education as one of the company's corporate social responsibility focus areas; as such, the company was overjoyed to present the discounted data lines to Let's Read".

Also announced at the same event was the partnership with mobile network provider MTN for the provision of discounted bundles for 1,125 data lines to Let's Read-supported government and community schools for PTS tablets. It was revealed that MTN would provide 1.5GB data at ZMW40.00 per month to each school representing a discount of 20% and the company would also supply 1,125 free sim cards as part of the partnership. On hand to symbolically handover the sim cards as part of the ceremony was Ms. Mildred Chica, General Manager, Enterprise, for MTN.

The partnership with Zambia's third mobile network provider, ZAMTEL, was also launched at the event, with ZAMTEL pledging the provision of 1,383 discounted data bundles of 1.5GB data at a cost of ZMW40.00 per month to each school, representing a discount of about 20%. Mr. Chibeza Ngoma, the Chief Commercial Officer for ZAMTEL, symbolically handed over the sim cards to the Minister of General Education.

Commenting on the symbolic handover and the launch of these partnerships Mr. David Young stated, "We are extremely encouraged by the commitment of Zambia's mobile network providers to literacy in Zambia."

In addition to the launch of the partnerships with Zambia's three mobile network providers, Let's Read announced the full waiver of short code fees granted to the project by the Zambia Information Communication Technology Authority (ZICTA). The short code, which usually costs ZMW30,000.00, will be used for a PTS helpline that was also announced at the same event. Representing ZICTA at the event was Mr. Bwalya Mwango, the Head of Projects, who symbolically handed over the letter granting the waiver to Let's Read.

The launch of these four partnerships marked the start of a collaboration that goes well beyond support to the PTS and will serve to increase ICT connectivity to over 4,600 primary schools.

Finally, during Q1, Let's Read continued discussions with potential partners, such as Prudential Insurance, with plans to progress this partnership during a co-development workshop next quarter. Promising discussions are also underway with the American Chamber of Commerce

for a potential collective CSR partnership involving their members in support of various project objectives.

Moving forward, next quarter will mark the official announcement and launch of the partnerships with Trade Kings and FQM, providing impetus for implementation of partnership activities as mutually decided upon by partners during co-development and action planning stages.

4.4. Youth

Let's Read's target of engaging youth in project activities continues to be delayed due to knock on effects of COVID 19. The training for the Youth Volunteers, an integral piece of the community engagement strategy, has had to be delayed, though this is now expected to start in FY 2021, Q2. In the meantime, the project has engaged with youth in other ways. One example has been the temporary employment of 37 (M – 21, F-16) Data Clerks that were recruited to help with capturing of training data as well as materials distribution in all the five provinces during trainings held at the end of FY 2021, Q1. Additionally, 15 students (M-10, F-5) from the IT Department at the University of Zambia were also engaged temporarily to assist in tablet configurations. In both cases, selected youth were trained in the processes that had to be carried out.

4.5. Sustainability

More than ever, the effects of COVID-19 have highlighted the need for project activities to be sustainable and integrated within the MoGE's systems. Building the necessary capacities to proactively respond to crises within the education sector will make a significant difference in reaching teachers and students in a timelier manner. USAID Let's Read will continue to build the relevant capacities needed at various levels. Such examples include:

- Training of MoGE staff in the development of standardised assessments. It is hoped that this skill will remain with MoGE even after the project has ended.
- Involvement of MoGE staff in PPP activities as a way to sustain the relationship with private entrepreneurs. For instance, the mobile network providers will continue to support the Ministry for a long time to come.
- Use of MoGE staff as Master Trainers and District Trainers. These will help with the monitoring of literacy activities in schools in their respective districts/ provinces.
- As Let's Read develops the systems to support the PTS, and as the project also develops plans for the deployment of tablets, ensuring the MoGE can manage these systems even after the project ends will be important.

- Working with Standards, CDC and TESS to better define additional guidance to help teachers and students better manage in the aftereffects of COVID-19; discussions along these lines have already started in FY 2020, Q4
- Continuing to work with the Education Broadcasting Services (EBS) in the development of IAI Materials
- ECE Directorate was engaged in the preparation of the ECE teacher trainings; they gave input in the timetable and the presentations. It should also be noted that based on preliminary data collected, COVID and school closure proved to be a challenge for sustainability for ECE Centers. In some districts, there is a loss of most community teachers who could not be paid, left the ECE center and had to be replaced by new community teachers.

4.6. Journey to Self-Reliance

The project continues to seek opportunities on how to best address issues that the MoGE can take into consideration as it seeks to implement the project, while at the same time addressing critical components in the USAID's Journey to Self-Reliance strategy.

In FY 2021, Q2 , Let's Read will revisit the initial ideas around a Journey to Self-Reliance workshop, making use of virtual meeting spaces to facilitate these discussions. As the project enters its third year, it is recognized that these discussions also need to be expanded to the province and district levels of the MoGE. Given the MoGE's recent and increasing requests for the project to extend activities to other provinces, issues around sustainability as well as the underlying tenets of USAID's policy approach on Journey to Self-Reliance become even more critical than before.

4.7. Environmental Challenges Affecting School Attendance

None reported by schools this quarter.

5. UPDATES FROM LAST PERFORMANCE REPORT

Please see updates on the implementation table in Annex 3.

6. PLANNED ACTIVITIES FOR NEXT QUARTER

The orientation of the PTA/PCSC chairpersons and Head teachers, as well as the recruitment and training of the volunteers, which should have been done in FY 2020 will now be rolled out over the remainder of FY 2021, starting in FY 2021, Q2.

Let's Read's priority for the next quarter in regard to working with the MoGE around PPPs will be to jointly plan for the PSE training of ministry officials, not only at the national level but also at provincial and district levels. This training will serve to promote readiness for the planned gradual transfer of partner management to the ministry. Let's Read will also continue to coordinate with the ministry on already structured and implemented partnerships, such as the recently launched collaborations with ZICTA, Airtel, MTN and ZAMTEL in support of the performance tracking systems for reading achievement data in primary schools. Discussions and coordination will also continue with the MoGE on distribution of teaching and learning materials using the distribution capabilities of companies such as California Beverages and the review of readers from Longman Publishers for alignment with the primary literacy program.

FY2021 Q2 will be focused on continuous capacity building of the ECE teachers. With most ECE teachers trained during Christmas holidays, the project staff and master trainers will monitor and coach the ECE teachers with observation and support visits during implementation. Also, the project will conduct a remote consolidation training using IVR. And depending on observations and the actual COVID situation, the project might plan for the next face-to-face training already.

With some materials having been distributed during the face-to-face ECE teacher and data managers trainings, the remaining materials of the initial reading package will be distributed in FY2021 Q2. In Q2 of FY2021, additional materials for the final reading package, including ECE reading package will be reviewed, finalized and prepared for printing and distribution. The tablets, which were earmarked for distribution in the FY 2021, Q1, will now most certainly be distributed in FY2021 Q2, after the installation of the EMM software, and after tablet configurations. This software is important in that it will help the Project to control the use of the tablets, including shutting them if need be. Additionally, the remaining TLMs will be distributed to the respective DEBS, and teachers will be requested to collect them from there.

Moving forward, in the field of PPP, next quarter will mark the official announcement and launch of the partnerships with Trade Kings and FQM, providing impetus for implementation of partnership activities as mutually decided upon by partners during co-development and action planning stages

Once all travel restrictions and visits to schools are approved, the Let's Read team will focus on providing on-site support for coaching and mentoring activities for teachers. Let's Read reading team members, will also use the opportunity to collect classroom observations to better document teaching practices, and also see how to implement corrective actions. Where gaps in teaching are noted, additional support will also be provided through content developed for radio broadcast and planned self-study guides.

Regarding the support for the Deaf and Hard of Hearing (DHH) students, the project will continue with the pilot in Mazabuka, Monze and Choma Districts of Southern Provinces.

To mitigate the impact of Kentalis staff not being able to travel to provide technical training and support efforts to offer distant support will be continued this will consist of:

- Pre-training for Reading Coaches for the DHH pilot
- Workshop for Sign Language media creators (for the Let's Read App) to generate first set of content.
- Continued exploration of the possibilities for use of Media (newspapers) to spread the anti-stigma message and increase awareness of parents of DHH learners about the school opportunities of their child.

USAID Let's Read will continue to hold meetings as needed with MoGE and other partners on issues critical to implementation.

The following activities will be amongst those targeted in FY 2021, Q2:

#=	Key Tasks/Interventions/Action Items	Opportunity for Media, USAID/Zambia Involvement, or Site Visits (specify)	Due Date
1.	Recruit project staff to fill the vacant positions	None	March, 2021??
2.	Develop (revise) distribution plans for tablets configure, and install EMM software to the tablets	None; USAID to review and approve	March, 2021
3.	Orient PTA/PCSC Chairpersons and Head Teachers, and train Youth Literacy Volunteers	USAID COR could attend some of these trainings	To start in February/March 2021 with training of MTs; ongoing rolling training afterwards from PTAs, PCSCs and TVs.
4.	Continue work on ECE and Grades 1-3 reading packages (final)	None	On-going through FY 2021, Q1
5.	Develop more standardised assessments for grades 1 – 3 and have an item bank	None; USAID will be availed the SAs once they are completed	January – March 2021
6.	Train ECE teachers in the remaining 10 districts in 4 provinces	Social media messages	January – March 2021
7.	Implementation of virtual ECE teacher trainings	USAID is welcomed to receive virtual /audio lessons. Press release to be developed	September – December 2020
8.	Conduct training for Grade 1 – 3 teachers and head teachers	COR may attend	April –May 2021
	Launch of the Trade Kings partnership	May involve a press release or brief ceremony where COVID-19 regulations will be observed	TBD

	Launch of the FQM partnership	May involve a press release or brief ceremony where COVID-19 regulations will be observed	TBD
	Finalize ECE teacher trainings	Site visits are possible, for all project partners and media.	31 st March 2021
	Virtual ECE teacher trainings with IVR (Interactive Voice Response)	Partners are welcome to listen to the audio lessons	Feb-April 2021
	Distribution of the remaining teaching and learning materials for the initial reading package for ECE	Monitoring and verification of TLMs at the school level	January – February 2021
	Adjusting, reviewing and finalizing the additional materials for the ECE Emergent Literacy Manual	Monitoring and verification of TLMs at the school level	March 2021
	Monitoring and support visits of ECE teachers after the ECE teacher training	Partners and media are welcome to join during those visits	Continuously

ANNEX 1. INDICATOR RESULTS SUMMARY

(Submitted as a separate file)

ANNEX 2. SUCCESS STORIES

(Submitted as separate files)

Annex 3. Implementation Status Table

Below is a recap of activity progress in FY2021 Quarter I as per the approved work plan.

Planned FY2021 Work Plan Activities	Achievement Status [Complete/Incomplete]	Implementation Issues	Actions for Next Quarter
PROJECT OPERATIONS/ ACTIVITY 1: STAFFING, RECRUITMENT, SELECTION AND ORIENTATION			
Activity 1: Staffing, Recruitment, Selection and Orientation			
1.1 Develop job descriptions	EDC: Completed	Job Descriptions for Illustrator/Graphic Designer- (2 positions) and Material Development Specialist (Digital) were developed. In addition, the Job Description Monitoring and Evaluation (M&E) Assistant; was developed and advertised 5 staff members were recruited and placed in provincial office	Finalize recruitments as needed and currently working on facilitating recruitments.
1.2 Post job descriptions in multiple locations	EDC: Completed	A number of job descriptions were posted during the quarter. These included positions for four (4) Graphic Designers and M&E Data Clerks – all on (consultancy)	Continue the recruitment for the following positions: Monitoring and Evaluation/ PTS Coordinator (2); Monitoring and Evaluation Assistants (6); Procurement Assistant Admin and Finance Officer Kikaonde translator/language Specialist
1.3 Schedule and conduct interviews	EDC: Incomplete	FY 2021, Q1, interviews conducted included Language Specialist/ Translator (Kikaonde) ; Administration and Finance Officer; Provincial Office Assistant/ Janitor (5); and Provincial Driver.	The following positions are pending interviews: Operations Manager; Procurement Assistant: Monitoring and Evaluation / PTS Coordinators (2); and Monitoring & Evaluation Assistants Interviews will be held virtually and where possible, in-person only for the finalist.
1.4 Contract and onboard staff	EDC: Incomplete	Process for on-boarding staff recruited during the reporting period commenced in the last month of the quarter and on-going	Contract and on-board selected candidates (as determined by COVID-19 work at home restrictions being lifted)
1.5 Facilitate staff meetings to review progress and update plans	EDC: Incomplete	Coordination meetings continue to happen on a weekly basis with VVOB, especially around ECE materials and trainings. Every week there are	Meetings expected to focus on the work plan deliverables for the remainder of the fiscal year will continue to be held.

		consultative meetings with partners alongside inter-team meetings. There are also weekly consultative meetings for the Senior Management Team, as well as for the Provincial Office Managers. These meetings are held virtually using Ring Central owing to the restrictions caused by the COVID-19 pandemic.	However, with the COVID-19 restrictions/ protocols a large physical planning session has been postponed. Intermediate virtual meetings will continue as needed.
1.6 Provide on-going orientation and training for as needed	EDC: Incomplete (This is an on-going activity)	EDC: No orientations for new staff took place owing to restrictions imposed as a result of the COVID-19 pandemic. However, ongoing internal capacity building opportunities for staff members via EDC and other organizations continue. VVOB: The team members are all engaged in “development circles”, where they are supported in professional growth. This is a continuous process, started in FY2020 Q4.	Plans are underway to have general orientation for all staff on policies/ employment manual as additional staff are on-boarded. Staff level capacity building opportunities will continue as opportunities arise.
1.7 Hold USAID Let's Read Partner review meetings (at least twice per year)	Complete	Virtual partners meeting was held weekly; a part of this focused on additional contingency planning based on where Zambia is in the COVID-19 pandemic.	To continue holding meetings as needed to adjust planning and implementation schedules.
1.8 Annual all staff meeting (once a year)	EDC and partners: Incomplete	Monthly all-staff meetings were held.	To continue holding monthly staff meetings until travel restrictions are lifted to allow for physical staff meetings
Activity 2: Office space - Lusaka and Provinces			
2.1 Maintain and Renew office leases annually as needed	EDC: Complete	None On-going	Maintain as needed
Activity 3: Procurement and Logistics			
3.1 Develop Year 2 procurement plan	EDC: Complete	See updates 3.1.1 and 3.2 on progress	Prepare FY 2021 quarter 2 procurement plan with HQ
3.1.1 Review and update procurement plans as needed (at least quarterly)	EDC: Incomplete (as this activity is on-going as needed)	This is an on-going process.	To continue with updating procurement plans to respond to revolving needs.
3.2 Implement procurement plan as per schedule	EDC: Incomplete	A number of FY 2020 procurements had to be re-worked to accommodate changes caused by COVID-19 disruptions. New procurements, including for the approved contingency plans, which were not a part of Year 2 planning were also factored in. These include but are not limited to contracting radio stations (national and community) to broadcast radio programs. Additional and new needs also include looking at options to support delivery of distance	Implementation of Procurement plans to continue in Q1, FY2021

		<p>training; data bundle packages for staff to work remotely etc.</p> <p>Printing of Grades 1-3 teaching and learning materials, as well as those for EDC have gotten underway in FY 2020, Q4.</p> <p>VVOB: The RFP for the IVR provider has been published in FY2021, Q1; this procurement procedure will be finalized in FY2021, Q2.</p> <p>Procurement for the additional materials for the ECE reading package can only be done after reviewing and finalizing those same materials and is thus planned for FY2021, Q2</p>	
3.3 Update procurement plan as needed and as informed by quarterly reflection meetings for risk and contingency planning	EDC: Incomplete	As above	As above
Activity 4: Project Communications			
4.1 Develop communications plan for project activities	EDC: Incomplete	A draft plan was developed and submitted to USAID in FY 2021 for USAID's review.	Still awaiting feedback from USAID & to make some adjustments in conformity with COVID-19
4.2 Develop project fact sheet	EDC: Complete	<p>A project fact sheet was already developed by the Mission in 2019 and amendments made in March 2020. This is an on-going activity</p> <p>There were no amendments made in Q4. Let's Read however realizes that this will still have to be reviewed and updated quarterly and based on achievements by Let's Read.</p> <p>USAID Let's Read has also developed a project brief, defining the approach and strategy that the project is using. This is to be submitted to USAID for review and approval in FY 2021, Q1</p> <p>This has also been submitted to USAID for review and approval</p>	Pending USAID review and approval Update fact sheet as needed. Submit Let's Read project brief for review.
4.2.1 Update project fact sheet as needed (quarterly)	EDC: Incomplete	As above	As above
4.3 Develop success stories – at least two (2) per quarter)	EDC: Incomplete (this is on-going for the	Developed 4 success stories in Q4. Two success stories have been submitted for approval with this report.	On-going activity Develop and submit success stories for FY 2021, Q1

	duration of the project).		
4.4 Maintain picture database of project activities	EDC: Incomplete	<p>On-going for the duration of the project:</p> <p>This process has begun, a professional photographer and videographer were hired to cover the official handover of teaching and learning materials from USAID to MoGE. These pictures were widely used and shared with our partners, the media, EDC, which led to high coverage of the event and high visibility for the project</p> <p>On-going for the duration of the project.</p> <p>VVOB: During the ECE teacher trainings, participants were asked to complete consent forms for photos and videos, so that pictures taken during the trainings can be used for communication purposes.</p>	<p>Expand picture database as project activities allow, taking into consideration the effects of COVID19 to project activities.</p> <p>COMMs Officer to attend some of the project's activities to ensure this objective is met.</p> <p>Schedule online training on how to take pictures for the POMs to support COMMS Officer in ensuring activities are appropriately covered according to USAID/ EDC guidelines.</p>
4.4.1 Maintain database of picture/ video consent forms for project beneficiaries	EDC: Incomplete	As above	Continue to expand database of pictures
4.5 Develop a press release to support teacher training and PTA training	EDC: Incomplete	<p>Developed and submitted press release for World Teachers Day</p> <p>Also Developed a press release and submitted quotes for World Children's Day</p> <p>Developed a press release for the Official Handover of Teaching and Learning Materials</p>	<p>On-going</p> <p>Continue to develop press releases as needed</p> <p>Target international days aligned to project objectives</p>
Activity: Develop Annual Work Plans			
5.1 Develop/ Review and revise initial draft annual work plans with MoGE for FY 2021	EDC and partners: Incomplete	With schools re-opening in late September 2020, there was the need to revisit initial work plan that was developed by the project team and which had assumed that schools would have a later re-opening date. With a number of guidelines announced by the MoGE other needing to be clarified, a working meeting was also needed to review new and evolving plans.	Facilitate review of FY 2021 work plan with project partners and MoGE
5.2 Submit detailed Year 3 annual work plan	EDC and partners: Incomplete	As above	As above
5.3 Submit detailed annual Year 3 work plan	EDC and partners: Incomplete	The Y3 Work Plan was not completed owing to inability to meet with MoGE staff at the end of December, 2020	Submit FY 2021 work plan in January 2021

5.4 Submit Year 4 Annual work plan NOT DUE IN FY 2020			
5.5 Submit Year 4 Annual work plan NOT DUE IN FY 2020			
Activity 6: Facilitate Coordination meetings with MoGE and Partners			
6.1 Facilitate quarterly steering committee meetings	EDC: Incomplete; this will be ongoing for the life of the project	PLP Technical Committee meeting was not held during the quarter as most key MoGE staff were out of town doing other assignments.	Quarterly Technical Committee meeting for Q2, FY 2021 to be held.
6.1.2 Facilitate bi-monthly meetings (or as frequently as needed) for implementation	EDC: Incomplete (this is on-going for the remainder of the project).	Meetings held with CDC, TESS and ECE to discuss accelerated learning	As above. Meetings are expected to solicit inputs, and where needed, approvals, for activities already scheduled for FY 2020, Q4. Where approved, additional/new/revised activities as a result of the COVID-19 pandemic will be included in these discussions. Meetings to continue in the coming quarters
6.1.3 Facilitate project orientation meetings with sector stakeholders including MoGE and others (including but not limited to the Senior Management Team (MoGE), Education NGO forum etc.)	EDC: Complete	Meetings held with the Assistant Director, Fr Tambatamba, and Director for TESS, Mr Kotati Other meetings with CDC and Planning were also held	Keep relevant Directors informed as needed; also using the meetings with the project technical committee to inform and align on activities.
6.2 Participate in existing coordination meetings e.g. JAR, PCC etc.	EDC: Incomplete (this activity is on-going for the life of the project)	Physical meetings have been halted due to the COVID-19 pandemic; however weekly meetings are facilitated through the weekly Zambia Education Working Group meetings. Held the ceremonial handover of TLMs and tablets to MoGE. US Charge d' Affaires officially handed over to the Minister of General Education at Mulungushi International Conference Centre	Attend/participate in any sector wide responses to COVID-19 as needed.
OBJECTIVE I			
Task I Define Reading Package			

1.1 Customize PLP resources (as needed, and using information collected via Let's Measure) (quarterly and based on training plan)	EDC: Incomplete (on-going for the duration of the project)	Teaching and learning materials meant for face-to-face transmission were completed and broadcast on ZNBC Radio 2 and selected community radio stations in the 5 provinces.	Continue discussions with MoGE, CDC and TESS in particular, to understand content focus for 2021 in order to tailor interventions according to need. Identify alternative materials for learners to use (both in and outside of school) such as worksheets, one-page story cards, to enable them have increased opportunity to interact with educational materials. Identify additional materials, and or training content for teachers that can be used in subsequent teacher trainings, as well as expand the pool of available teaching and learning materials for both teachers and learners.
1.1.1 Identify areas of the PLP that teachers find most difficult to teach	EDC: Incomplete (on-going for the duration of the project).	EDC: 26 Teacher Tips and 5 Folktales were broadcast on both Zambia National Broadcasting Corporation (ZNBC) and community radio stations in the 5 target provinces.	More Teacher Tips will be developed and broadcast based on identified areas of difficulties. Engage TESS and CDC to discuss additional support teachers might require to deliver challenging content.
1.1.2 Identify districts that need help urgently	EDC: Incomplete (on-going for the duration of the project).	With standardized assessment results incomplete at the time of this report it has been difficult to have a complete picture on which districts need the most help. A full submission and update/upload of all VVOB: A Balanced Score Card (BSC) has been developed to monitor progress in ECE, per district. This BSC will help us to identify districts that need extra support.	Target to visit 10 schools per district in a quarter jointly with MoGE to learn and give support to identified schools. Continue to work with Master Trainers and DRTs to identify struggling districts. VVOB: The BSC will be completed and discussed every quarter; this is an ongoing process
1.2 Update (as needed) inventory of existing PLP resources (to include language) (ongoing)	EDC: Incomplete (This will be an on-going activity for the remainder of the project).	We are still waiting for feedback on completion of inventory of PLP resources from CDC. Draft Final Reading Package was discussed with USAID	Continue to work with CDC on the inventory and making follow ups on the progress of the inventory development. Support CDC in finalising and publishing the Green Book also known as List of Approved and Recommended Materials (LARM)

1.2.1 Update inventory on bi-annual basis	EDC: Incomplete (this is on-going for the remainder of the project)	As above.	As above.
1.3 Revise and/or expand reading package for all provinces (content for teachers, classrooms and learner) - print and non-print resources for annual rollouts of training and coaching	EDC: Incomplete (This is on-going for the remainder of the project).	EDC: CDC shared 63 titles of CASAS material for inclusion in the reading package. The project has continued to digitalize reading materials VVOB: Four additional chapters and one annex (a formative assessment tool for ECE: 'I-CLAP') have been developed in a participatory process with MoGE officials. The additional materials are designed in FY2020 Q4 and validated in FY2021 Q1. The materials will be adjusted and need a second review before finalization in FY2021 Q2.	EDC: Continue to digitise reading materials, also continue Begin the process of customising teacher guides by translating them into local languages of instruction and include sample lesson plans. Finalise draft version of the teacher self-study guide and share with MoGE for their input VVOB: Review and finalization of the additional chapters will be done in FY2021 Q2. Printing and distribution of the materials can be done after USAID review of the materials and depends on practical implications of COVID-19 regulations.
1.3.1 Adapt selected reading method to Zambian context for Deaf and or hard of hearing pupils	Kentalis: Incomplete	Using feedback from the workshop held in FY 2020, Q 2 draft modules that teachers will be able to use to adapt their teaching for deaf and hard of hearing students. Draft modules were reviewed during the quarter by the Reading Team and feedback provided to Kentalis; the latter is at present doing a final review, after which the draft manual will be shared with the USAID Education Team. Delay in completion was as a result of Emmie not being able to travel to Zambia due to COVID-19. Final review is completed, final illustrations are being produced and lay-out is in process.	Submit final draft report to USAID. In Q2 the lay-out will be finalised as well as final MoGE and USAID approval will be sought.
1.3.2 Facilitate workshop with MoGE on materials identification and review for ECE reading package	VVOB: Complete	None	VVOB: Validation by MoGE is planned for October. Printing and distribution of the materials can be done after USAID review of the materials and depends on

			practical implications of COVID-19 regulations.
1.4 Upload revised reading packages (approved and certified) on PTS tablets	EDC: Incomplete	None. USAID let's Read has been selecting and designing appropriate digital content which will eventually be uploaded and made available to teachers and learners.	Continue with digitalisation (selection, design, development) of reading packages.
1.5 Revise National Literacy Framework (NLF) to include updated strategies and approaches, inclusive education and ECE.	EDC and partners: Incomplete.	The project has continued to engage the new Assistant Director – Curriculum on the revision of the NLF.	Support the CDC and other players in ensuring completion of the NLF.
1.5.1 Distribute revised NLF to schools/provinces	EDC and partners: Incomplete	As above	As above
1.6 Hold capacity building workshop for CDC	EDC: Incomplete	A draft plan has been developed to focus on improving service delivery of CDC. While this has been raised with CDC, a final scope as well as focus is yet to be agreed with the Division. (Maureen)	Agree on framework and timing with CDC for a more substantive workshop (or a series of smaller workshops) and seek USAID's approval for the same.
Task 2: Revise/expand training packages for teachers and coaches			
2.1. Revise training package for teachers Grades 1-3 annually	EDC: Incomplete (this activity is on-going for the duration of the project)	With the continued closure of schools due to COVID-19 the project did not have any face-to-face trainings up to the end of Q1, 2021. The training materials the project developed in the form of teacher tips for distance learning as an alternative to face-to-face training have been broadcast on ZNBC Radio 2 and Community Radio Stations in our project provinces.	Development of additional materials is on-going Start the distribution of content through various fora – WhatsApp, Text It, etc. Project is devising measures for receiving feedback from teachers Revisions of Apps will be an on-going activity
2.1.1. Revise training package for coaches, DRTs, HTs, DHTs for April/May 2020 trainings (Grade 1) ¹	EDC: Complete	The training materials were revised but training could not take place due to the outbreak of COVID-19 that disrupted the Master training and the subsequent trainings.	Continue to work with MTs and DRTs to strengthen coaching and mentoring and SPRINT at school level.
2.1.2 Revise training package for coaches, DRTs, HTs, DHTs for August/September 2020 trainings (Grade 2)	EDC: Incomplete	The materials were not revised as face-to-face could not be held, therefore focus shifted to the development of Teacher Tips.	As above
2.1.3 Revise training package for coaches, DRTs, HTs, DHTs for December	EDC: Incomplete	As above	As above

¹ In the approved work plan this was incorrectly indicated as Grade 2.

2020/January 2021 trainings (Grade 3)			
2.2 Deliver training package for ECE teachers and coaches	VVOB: Incomplete.	VVOB: From December 7th 2020 to December 31 st , 2271 ECE teachers were trained in 5-days face-to-face trainings across the five project provinces. The procurement for the IVR teacher training (capacity building through audio lessons) is ongoing; the provider will be selected in January 2021.	VVOB: Draft a contingency plan to train the remaining 718 ECE teachers, could not be trained due to postponement of the planned training. VVOB: Finalize procurement. Pilot the IVR trajectory. Implement the IVR trajectory.
2.3 Convene MoGE workshops to review and approve training and coaching packages for annual training	VVOB: Complete	VVOB: None	VVOB: A validation workshop for the additional materials to the emergent reading package is planned for August 2020.
2.4 Revise KG (ECE) training design and Planning Cycle	VVOB: Complete	VVOB: After school reopening, the project and the MoGE decided to plan the face-to-face ECE teacher trainings as soon as possible; trainings could be conducted in December 2020. One training week, targeting 718 ECE teachers, had to be postponed due to rising COVID-19 numbers. The IVR training is postponed to FY2021 Q2 and will act as a consolidation training to support ECE teachers when they implement what they have learnt.	VVOB: A contingency plan is drafted for training and coaching of the remaining group. The training plan can still be adjusted, according to the situation of ECE teachers and schools, in this continued precarious COVID-19-situation.
2.5 Implement training workshops to support coaches as informed by teacher training content and feedback from Let's Discuss.	EDC: Incomplete	Let's Discuss yet to be rolled out and tested.	As above. Determine how best to pilot the Let's Discuss App Plan for coaches training in 2021 trainings (when the COVID-19 pandemic safety protocols allow)
Task 3: Develop additional teaching and learning materials, and teaching strategies			
3.1 Develop a Teaching and Learning Materials Management Plan for schools (security, storage, classroom usage of print and electronic resources)	EDC: Incomplete	Electronic resources management plan was completed, but not the print. VVOB: Additional chapters of the ECE Emergent Literacy Manual were developed, designed and validated in FY 2020 Q3, Q4 and FY 2021 Q1. They will be adjusted based on the feedback of MoGE and USAID and finalized in FY2021 Q2.	Monitoring of print and electronic resources. Continue delivery of Grade 1-3 materials to schools now that non-examination classes have resumed
3.1.1 Distribute teaching and learning materials management plan to all schools	EDC: Incomplete	As above	Hold consultative meeting with CDC to review and finalise on TLM Plan

			<p>Submit to USAID for final review and approval</p> <p>Procure print copies for distribution to schools when schools are ready to receive them hopefully when they re-open given the implications of standing COVID-19 protocols</p>
3.1.2 Train (a) teachers (b) DRTs (c) District Reading Coaches on Reading Instruction	EDC: Complete	CPD materials developed and shared through radio broadcast.	<p>USAID Let's Read will continue to develop materials to support school based CPD (refresher training)</p> <p>To develop Tips for Coaches</p>
3.1.3 Provide on-going support for schools to manage resources (aligned with teacher training activities)	EDC: Incomplete (as this is ongoing for the remainder of the project)	Support on tablet management is being given through tablet training	Continue to work with MTs and DRTs to strengthen resource management through SPRINT at school level.
3.2. Identify existing ECE assessment tools with MOGE and undertake an assessment of ECE	VVOB: Incomplete.	VVOB: An assessment tool is identified. We have not been able to undertake an assessment in ECE due to school closure; this will be done when teachers are trained, from FY2021 Q2 onwards.	VVOB: Assessment in ECE classes will be conducted when schools begin to function fully. For now, the pilot of the assessment tool is planned for FY2021 Q2; implementation of the tool is planned for FY2021 Q3 onwards.
3.3 Build capacities of MoGE on the development of good teaching and learning materials for ECE	VVOB: Incomplete	VVOB: The MoGE does not have this topic highly ranked on the priority list, due to other engagements. .	VVOB: Integrate this capacity building in other MoGE activities.
Task 4: ICT applications			
4.1 Continue iterative development of backend software	EDC: Incomplete (as this is continuous)	<p>Kiosk software vendors were reviewed and evaluated. Feature testing is underway prior to selecting a single vendor. Tests include analyzing tablet feature restriction impacts on Stepping Stone, as well as the interface with data dashboard controls.</p> <p>Tablet setup plan was arranged to install Stepping Stone and kiosk software in preparation for rollout.</p> <p>Planning completed for phased setup and rollout, including batch processing at increasing scale from 20 to 100, then 1000, and then 5000 devices to identify edge case bug triggers.</p>	<p>Make a final select and secure licenses to install on all tablets</p> <p>Setup tablets <i>en mass</i>.</p> <p>Roll-out to schools now that they have reopened, though not fully operational. Possible once travel restrictions have been lifted.</p>

4.2. Develop app 'Let's Train' (CPD)	EDC: Incomplete (as this is continuous)	None	On-going
5.7 Develop app 'Let's Practice' (student engagement)	EDC: Incomplete	Production work on student readers was undertaken in all 7 languages, with app wireframes completed for all readers and animated-text video tracks blocked out for guided reading. Voice talent production procurement was also begun to narrate readers.	Complete production of digital guided reading activities, including procurement of voice, video and illustration talent.
4.3 Develop custom app 'Let's Discuss' (coaching)	EDC: Incomplete (as this is continuous)	None	Ongoing
4.4 Develop content for Let's Read suite of apps	EDC: incomplete (as this is continuous)	<p>Developed integration plan to include vocabulary and comprehension exercises as part of the Let's Practice reading activities.</p> <p>Small scale piloting identified issues related to data uploads, backup and recovery. See section 4.5 below.</p> <p>Setup of analytic protocols with Microsoft App Center to track the speed and success level of app data uploads and auto-identify recurring issues to address prior to rollout.</p> <p>Developed Staging App in parallel to the Production App tested during the pilot. Staging App allows further developer testing without interfering with the live-data uploads of the production app. Developed a "practice mode" setup process that allowed the production app to upload data to the staging database for pre-rollout testing.</p> <p>Open source code notes were expanded. Comments were added to app codebase to enhance code readability.</p>	<p>Continue adapting print format readers into digital format with appropriate follow up activities to strengthen the core reading skills such as vocabulary, comprehension, fluency, phonics and phonemic awareness</p> <p>Secure long-term access to Microsoft App Center</p> <p>Merge staging and production builds to distinguish functionality via device settings instead of installation versions.</p>
4.5 Update Let's Measure, including content	EDC: Ongoing	Pilot findings included slow upload speeds, data recovery needs and data security needs. Each issues and fix are summarized elsewhere in this report (see section on M&E updates)	Updates will continue to be made to the odebases to streamline user navigation and account setup within the app, and to improve the data uploading linkage to the dashboard. With these improvements, the remaining task is to complete the bank of test items for each language, which is an ongoing

			<p>task being undertaken with MOGE partners.</p> <p>Explore the possibility of auto uploading in the terms of the data agreement negotiated with cellular carriers.</p> <p>Continue to explore the effectiveness of these fixes through the phased setup of tablets prior to rollout.</p>
4.6 Update Let's Teach, including content	EDC: Incomplete	None	Development of Let's Discuss is prioritized until the Let's Teach testing procedures are fully defined and coaching sessions can be tied to local assessment tools.
OBJECTIVE 2			
TASK 1: PROCURE AND DISTRIBUTE TLMS AND APPS			
1.1 Develop distribution plan to align with quarterly rounds of training	EDC: Completed	With the announcement of re-opening of schools and sharing of the revised school calendar towards the end of the quarter Let's Read started to discuss revision of the earlier distribution plan dates	Finalise and share the revised distribution plan to USAID for approval
1.2 Procure reading packages and training materials for all provinces in time for schedules of trainings to happen over the vacation periods annually	EDC: Incomplete	<p>In the face of COVID-19, training materials for September and December could not be procured.</p> <p>VVOB: Contributed to different procurement procedures.</p>	Work in conjunction with CDC and publishers to map materials on the market for appropriateness to the PLP to inform procurement
1.2. 1 Procure basic reading packages and training materials for all provinces in time for first round of trainings - FY 2020	EDC: Completed.	<p>The project Procured the first-round basic reading materials for all provinces.</p> <p>Marking and branding issues, as well as corrections of materials have been completed. The affected materials have been sent to the printers</p>	Printing and distribution of remaining materials to provincial offices in readiness for distribution to schools
1.2.2 Procure basic reading packages and training materials for all provinces – FY 2021	EDC and partners: Incomplete	Plans for the translation of teacher guides and insertion of sample lesson plans have been discussed.	Translation of teacher guides to be done by consultants
1.3 Distribute materials as per distribution plan (FY 2020 TLMs)	Incomplete	Distribution of TLMs have commenced.	<p>Monitor jointly with MoGE the use of TLMs in schools</p> <p>VVOB will contribute to the distribution plan for the ECE reading package.</p>
Task 2: Train Teacher - Primary (Grades 1-3)			
2.1 Train Grade 1 teachers and their	EDC: Incomplete;	Self-study Teacher materials were formatted.	Submit for review.

coaches on grade level initial literacy package lesson structures, methodologies including and introduction to meeting the needs of all learners.		Tips for Teachers were broadcast on ZNBC Radio 2 and community radio stations in the provinces.	Continue developing additional tips for teachers to be broadcast once a month during school term
2.2 Train Grade 2 teachers and their coaches on grade level initial literacy package lesson structures, methodologies including and introduction to meeting the needs of all learners.	EDC: Incomplete	As above	As above
2.3 Train Grade 3 teachers and their coaches on grade level initial literacy package lesson structures, methodologies including and introduction to meeting the needs of all learners.	EDC: Complete:	As above	As above
2.4 Develop and produce IAI programs for ECE Learners and Professional Development (PD) programmes for ECE teachers	EDC: Incomplete	EDC: PDP programs were recorded. Progressed with development of IAI Master plans, Scripts development and translation Development of teacher guides.	Formative evaluations of PDP programs Continue development of IAI master plans, scripts and teachers' guides Translation of scripts in the local languages of instruction. Training of ECE teachers using PDP Engage MoGE to review and validate draft episodes Distribution of produced IAI programs to schools
2.5 Train Grades 1, 2 and 3 teachers and their coaches on adapted PLP.	EDC: Completed	Broadcast of Teacher Tips completed	Continue developing Teacher Tips for monthly broadcast
2.6 Develop plan (frequency etc.) and tools for on-going CPD including site level data	EDC: Incomplete	Continued developing alternative training materials and broadcasting through the national and community radio stations.	Continue developing distance training materials

collection informed by classroom observations.			Revisit draft plan as soon as schools reopen
Task 3: Build capacity of ECE teachers			
3.1 Train ECE teachers during district trainings	VVOB: Incomplete	VVOB: From 7th December to 31 st December 2020 227 ECE teachers were trained in 5 days face to face trainings at different venues in the 5 project provinces. 718 ECE teachers could not be trained. The last training week, planned from 4th to 8 th January, had to be postponed due to rising COVID-19 numbers. The planned remote training trajectory with IVR (audio lessons) is postponed to FY 2021 Q2 and will now serve as consolidation training as the ECE teachers implement what they have learnt. This IVR trajectory includes 30 audio lessons for ECE teachers, 8 audio lessons for head teachers and interactive conference calls, facilitated by Master Trainers.	VVOB: Drafting a contingency plan to train and coach the remaining 718 ECE teachers. VVOB: Piloting and implementing the remote training trajectory in FY2021-Q2.
3.2 Post training observation and support visits for ECE centers and master trainers, by district officers, (deputy) head teachers, other MoGE staff and USAID Let's Read staff	Incomplete	None	VVOB: Conduct post training observation support visits, from FY 2021 Q2 onwards, if the situation allows for it.
3.3 Train ECE teachers in use of IAI materials	VVOB aligns with EDC in this. IAI in design phase.	VVOB: IAI was incorporated in the ECE training content, for the trainings conducted in December and January.	VVOB continues providing feedback to the developed IAI lessons.
Task 4: Train Coaches, DRT, HTs, DHTs and ZICs (Grades 1-3) AND ECE			
4.1 Identify and select Master trainers (a selection of CDC language Specialists, Senior Education Standards Officers, District Resource Center Coordinators, Zonal Inset Coordinators)	Complete	Monitoring of radio broadcast was done	More interactions needed for feedback on broadcasts especially from community radio stations.
4.2 Train master trainers (A select group of CDC language specialists, ESOs,	EDC: Complete	None	None

Assistant DRCCs, Zonal Inset Coordinators) - December 2019 (aligned to Objective 1 Task 2) - to support Grade 3 teachers			
4.4 Develop coaching, mentoring and monitoring schedule (Grades 1-3)	EDC: Incomplete	Plans to monitor 10 schools per district in a quarter have been made	<p>To Engage Standards and CDC to co-construct an appropriate plan against the backdrop of an accelerated teaching and learning environment</p> <p>Plan for joint monitoring visits with MoGE at district level</p> <p>Finalise and share schedule with USAID for approval; Prepare to implement as soon as COVID-19 protocols are lifted.</p>
4.5 Roll out coaching and mentoring plan (Grades 1-3)	EDC: Incomplete	This is still on hold due to impact of Covid19 pandemic on the school calendar	Share coaching and mentoring plan with DRTs and facilitate implementation once schools re-open.
4.6 Develop WhatsApp videos for on-going capacity building	VVOB: Complete	VVOB: none	VVOB: None
4.6.1 Facilitate WhatsApp coaching of ECE teachers' groups by VVOB ECE provincial coaches	VVOB: complete	VVOB: None	VVOB: None
4.6.2 Facilitate capacity building of ECE teachers through WhatsApp groups by VVOB ECE specialists and VVOB PCI specialist	VVOB: Incomplete	VVOB: During the ECE teacher trainings, WhatsApp groups for ECE teachers were created. Those groups will be facilitated by the Master Trainers and Provincial Coaches to build capacities of teachers in discussions, WhatsApp videos etc.	VVOB: After the remote (IVR) teacher trainings, further coaching of ECE teachers will happen in WhatsApp groups and by observation visits. Starting from FY 2021, Q2.
4.6.3 Identify coaching methodology	VVOB: Complete EDC: Incomplete	VVOB: The coaching methodology for ECE has been adjusted to the remote training trajectory; it will happen through conference calls. Other coaching will be through monitoring and support visits.	VVOB: None
4.6.4 Facilitate capacity building of coaches and ECE teachers through WhatsApp groups by VVOB ECE specialist	VVOB: Incomplete	VVOB: Ongoing	VVOB: Ongoing

and VVOB PCI specialist			
4.6.5 Design coaching methodology	VVOB: Complete	VVOB: A plan and tools for ongoing capacity building have been developed; the observation and reflection tools are finalized. Coaches selected: Master trainers (3 per district) will function as coaches for ECE teachers.	VVOB: To refine the coaching tool
4.7 Collate feedback from coaches (Let's Measure and Let's Discuss) to inform future support, training and materials development (Gr 1-3)	EDC: Incomplete; as per the issues mentioned above.	Halted due to COVID-19 travel and work restrictions (Lee)	Develop Let's Discuss app to ensure feedback from coaching sessions are correctly captured. Follow up with coaches to adhere to finalized plans.
OBJECTIVE 3			
Task 1: Develop and Maintain PTS			
1.1 Develop PTS paper based and electronic grade book (i.e. Let's measure app) and dashboard	EDC: Completed	Revised based on G1, 2 and 3 Standardized Assessment design.	Use tools for assessment data collection.
1.2 Test PTS gradebook and dashboard	EDC: Completed	None	
1.3 Revise/refine data collection interfaces and/or tools for PTS	EDC: Completed	Data collection interface for the PTS (on the tablets) was tested during term 3 using the results from the Standardized Assessments for Grade 2, Term 3, Weeks 5, 11 and 13. Revisions have been completed (see additional information in the M&E narrative in Section 2.4) Based on initial discussions with VVOB, consideration is also being given to whether or not ECE assessments should be considered and included in the data presented on the PTS dashboard. Indicators for ECE assessments have been discussed with the MoGE (led by VVOB) and decisions continue on how these could best be integrated into the dashboard.	Prepare for larger roll out and distribution of tablets including the upload of correct tools/ interface and apps.
1.4.1. Implement refresher training as needed	EDC: Complete	None	Prep content as needed to support refresher trainings for teachers, coaches and DRTs as needed, using alternative means in light of the COVID-19 pandemic.
1.5 Train teachers on data entry into Let's Measure app (concurrent with teacher training)	EDC: Incomplete	The activity was planned to be conducted during refresher training for G1 teachers in April/May 2020. However, due to the COVID-19 pandemic, this has been put on hold.	Incorporation of sessions on data entry into Let's Measure app in the contingency plan.

1.1.5 Implement refresher training as needed for data entry into Let's Measure app.	EDC: Incomplete (on going for the duration of the project)	As above	As above.
Task 2: Develop Standardized Testing			
2.1 Hold meetings with MoGE to determine/set parameters for standardizing Grades 1-3 school-based literacy assessments	EDC: Completed	None	None
2.1.1 Define parameters for standardizing literacy assessment at all levels (Grades 1-3)	EDC: Completed	None	Consolidation of parameters for standardised literacy assessment
2.2 Develop initial standardized literacy assessments on-going (completed for Grade 1, 2 & 3, all term)	EDC: Complete	The Technical Working Group (TWG) made plans for the Development of following standardised literacy assessments have been completed: - Grade 3 term 3 2020 - Grade 1 term 3 2020 - Grade 1 term 1 2021	Plans to decentralise the development of standardised literacy assessments
2.2.1 Develop standardized literacy assessments for Grades 1,2 and 3 Term 2 (weeks 5,10 and 13) all LOI)	EDC: Complete	None	None
2.3 Pilot tablet-based assessments – user interface and instructions (at school level)	EDC: Complete	Two versions of the Let's Read platform - staging and production - were developed in a new/revised app-database communication model, as of app version n 1.93.1.	Continue to review application usability.
2.3.1 Revise tablet-based interface as needed	EDC: Complete	None; USAID Let's Read was able to work with twenty (20 schools during the quarter to pilot data upload by schools themselves. Feedback on tablet interface was also collected from users, and feedback used to improve the interface. These improvements are outlined in section Objective 1 section 4.5 above. VVOB: An ECE assessment tool has been developed and designed.	Merge Legacy server and Production server for new build. VVOB: The tool was validated by MoGE in FY 2021, Q1, piloted in FY 2021, Q2 and implemented from FY 2021 Q3 onwards.
2.4 Develop guidelines and training materials on the use of tablet-based assessments for Grades 1-3 teachers and coaches	EDC: Complete	None, Draft tools were developed.	Print materials.
2.5 Develop framework, criteria and	EDC: Incomplete	Plans for the selection of provincial literacy assessment developers have been concluded.	Conclude plans for training of provincial literacy assessment developers

standards for item banks			Decentralised development of standardised literacy assessments for term 2 of 2021
2.5.1 Develop item bank for each Grade Level and language	EDC: Incomplete	Plans still under discussion	Conclusion of plans for the development of items for the provincial banks
2.5.2 Expand item banks for standardised literacy assessments	EDC: Incomplete	As above	As above
2.6 Roll out implementation of standardised literacy tests (to be done in conjunction with teacher training)	EDC: Incomplete (on-going for the remainder of the project).	Standardised literacy assessments for term 1 week 13 was administered to Grade 2 and 3. Standardised literacy assessments for term 2 week 13 was administered to Grade 1-3.	Develop standardised literacy assessments for Grades 2 and 3 for term 1, 2021.
2.7 Recommend updates to MoGE on SBA policy and guidelines (including in the NLF as needed).	EDC: Incomplete	Based on the PTS Implementation Study conducted in the 5 provinces during Standardised Assessment a number of recommendations have been identified to aid SBA Policy and Implementation guidelines; details from the study are reflected elsewhere in this report.	Share with MoGE using the Steering Group platform
Task 3: Collect School Based Data			
3.1 Develop data collection plan to coincide with weeks 5, 10 and 13 in each term	EDC: Complete	While an earlier plan (including a detailed calendar) was developed by USAID Let's Read and shared with all MoGE stakeholders, due to the interruptions in the academic year as a result of COVID-19, these have been halted.	Revise timelines as soon as schools are re-opened and other COVID-19 related travel restrictions are lifted.
3.3 Train teachers on data entry and uploading procedures for standardized assessments	EDC: Incomplete	While trainings were completed for Grade 3 teachers who participated in the December 2019 /January 2020 trainings (FY 2020, Training of teachers on data entry was conducted in December 2020 for all districts.	Delivery of tablets to all schools for data entries by teachers to commence
3.4 Support collection of school-based data as per the guidelines agreed.	Complete	Hard copies of school data collected through DRCCs and handed over to the Project. This data is being uploaded into the system by the Project	As above
3.4.1 Implement monitoring plan to support school-based data collection (also linked with Project M&E plans; see M&E Tab)	Complete	Monitoring of schools on data collection to be done after the tablets have been issued to all schools	As above
3.5 Explore possibilities to support integration of ECE in the dashboard	VVOB: Complete	VVOB: An ECE assessment tool has been developed and designed.	VVOB: The tool was validated by MoGE in FY 2021, Q1, piloted in FY 2021,

			Q2 and implemented from FY 2021 Q3 onwards.
3.5.1 Provide input on parameters for assessment in ECE	VVOB: Complete	VVOB: A formative assessment tool is developed (see above). We are yet to agree on a school readiness assessment tool.	VVOB: To agree on a school readiness assessment tool. VVOB: A formative assessment tool is developed (see above). We are yet to agree on a school readiness assessment tool.
3.5.2 Develop an assessment plan for ECE learners	VVOB: Complete	VVOB: An assessment plan is included in the ECE assessment tool.	VVOB: See above
3.5.3 Develop guidelines for testing of ECE learners	VVOB: Complete	VVOB: Guidelines are included in the ECE assessment tool.	VVOB: See above
3.5.4 Support implementation of the assessment plan in ECE	VVOB: Complete	VVOB: see above	VVOB: See above
Task 4: Hold Data Review Meetings			
4.1 Hold termly data review meetings using PTS dashboard with the MoGE (a) HQ (b) Provincial (c) Districts (d) schools and communities.	EDC: Incomplete (on going for the remainder of the project)	No data review meetings were held at the end of FY 2020, Q 4 as schools were still closed until just before end of Q4, and all face-to-face meetings halted as per COVID-19 protocols.	Facilitate meetings as COVID-19 restrictions allow. Update the PTS in FY2021 Q2, and hold review meetings
OBJECTIVE 4			
Task 1 : Develop and deliver SBCC Campaigns including community radio (also linked to M&E Learning Agenda)			
1.1 Develop and deliver SBCC messages to support community activities	EDC: Incomplete	RFQ for SBCC Campaign Strategy was developed, finalised and advertised	Selection of consultant to assist in designing and producing SBCC messages to support community support almost done and activities will be reported on in the next quarter
1.2.1 Develop communications plans to support SBCC	EDC: Complete	RFQ has been finalised and sent out to vendors. Vendors responded to the RFQ and selection is almost complete.	Vendor selection is almost complete, next quarterly report will highlight changes if any to the communications plan to support SBCC
1.2.2 Develop radio skits and messages	EDC: Incomplete	None As above.	With the vendor selection almost complete, radio skits and messages will be developed with the vendor
1.2.3 Develop schedule for broadcast of messages	EDC: Incomplete	To be developed in conjunction with the selected consultant as indicated above	As indicated above
1.3 Monitor and report on impact of SBCC	EDC: Incomplete	None	Once campaign messages start running, monitoring and

campaign messages and refine as needed			reporting on impact will follow.
1.4 Write final learning agenda report and disseminate via various media	EDC: Incomplete	None	Not for FY 2021
Task 2 Engage PTAs and Parents for Support of Literacy Activities			
2.1 Engage PTA and PCSC support for Literacy activities	EDC: Incomplete	While face to face meetings have not taken place, PTA training manual has been printed and sent to respective provinces in readiness for training.	To implement activity once new dates are set and agreed upon by all stakeholders Training dates have been set, training to be done in three phases from February to July with 30% of schools being trained first then 35% and 35% respectively.
2.2. Implement training plan for second batch of PTAS and PCSCs	EDC: Incomplete	None Implementation dates for second batch set	Dates for implementation of second batch of training set to take place in the month of May
2.2.1 Monitor and support PTAs and PCSCs to implement plans	EDC: Incomplete	None Dates have been set as indicated above.	As above Support and monitoring will take place throughout implementation period
Task 3: Organize Youth Volunteers for Tutoring			
3.1 Support PTAs/PCSCs to identify and select youth volunteers	EDC: Incomplete	While face to face meetings have not taken place, Youth Volunteer training manuals have been printed and sent to respective provinces in readiness for training that will culminate into selection of volunteers	To implement activity once new dates are set and agreed upon by all stakeholders. With the dates having been set for PTA training, support to identify and select youth volunteers will be given during training.
3.1.2 Train youth volunteers in how to support and champion literacy development for children outside of school hours	EDC: Incomplete	None Dates for volunteer training have been set in a three phased pattern.	Volunteers to receive training in championing literacy development outside of normal school hours.
3.1.3 Support youth volunteers to implement selected strategies	EDC: Incomplete	None As above	Support to be given to volunteers on how to implement selected strategies beyond training
3.3 Support and monitor youth volunteers	EDC: Incomplete	As above	As above
Task 4 Promote ECE and Inclusive Education			
4.1 Define and implement activities to support Inclusive Education (including IA) See Tasks associated with			

Objective 1, Task 4)			
4.2 Roll out Inclusive Education pilot. Linked to Objective 1, Task 4			
4.3 Support and monitor ECE teachers and school leaders in the implementation of the PCI approach for ECE through support visits to districts	VVOB : Complete	VVOB: Another chapter on parental involvement has been designed. Both in the face-to-face trainings and in the remote teacher training approach, PCI is integrated well. Therefore ECE teachers are supported in the PCI approach.	Continue the discussion with EDC on integration of ECE PCI towards PTA's and volunteers and monitor ECE teachers from FY 2021 Q2 onwards.
4.3.1. Support integration of ECE in the PCI activities of EDC and other project partners	VVOB: Incomplete (on going for the remainder of the project)	As above	As above
4.3.2 Contribute to SBCC for ECE through community radio messages supporting children's language and pre-reading development at home	VVOB: Incomplete (ongoing for the remainder of the project)	As above	As above
4.3.3 Support the inclusion of ECE in PTA's and parents' literacy activities	VVOB: Incomplete (ongoing for the remainder of the project)	As above	As above
4.3.4. Contribute to the development of TALULAR (Teaching and Learning Using Locally Available Resources) models for ECE learning materials for production by Youth Volunteers	VVOB: Incomplete (ongoing for the remainder of the project)	VVOB: None	VVOB: as above
Task 5: Establish and Expand PPPs			
5.1 Facilitate partnership development workshops and implementing first-tier "quick wins" partnerships	Resonance: Incomplete In progress and on-going for the duration of the project;	Resonance: None Partnerships with MTN, Airtel, and ZAMTEL launched this quarter with handover of negotiated data bundles and one new partnership opportunity facilitated with ZAMTEL	Resonance: continue to formalise and launch partnerships and conduct two additional co-development workshops with first tier partners
5.2 Facilitate partnership development workshops with second and third tier prioritized partners	Resonance: Incomplete In progress and on-going for the duration of the project;	Resonance: None One new potential partnership opportunity with American Chamber of Commerce identified, ZAMTEL co-development workshop held	Resonance: Hold co-development workshop with Prudential Insurance in FY2021, Q2

5.3 Manage, coordinate and support partnership implementation	Resonance: Incomplete In progress and on-going for the duration of the project	Resonance: None Three partnerships launched (please see narrative for section 4.3 for more detail)	Formalise through implementation letter or agreement and action plan partnerships with 3 organisations, Launch FQM & Trade Kings partnerships. Finalise additional partnership agreements. Monitor, support, and coordinate implementation of action plans with ZICTA, Airtel, MTN, ZAMTEL, Longman, CBL & FQM
5.4 Transfer company partner management and strengthen partnership building to MoGE local/national levels NOT FOR FY 2021			
5.5 Build capacity of education stakeholders to work with partnerships	Resonance: Incomplete In progress and on-going for the duration of the project.	Resonance: None PSE training for project staff held virtually on November 18th and 19th	Hold postponed MoGE PPP Committee meeting
MONITORING AND EVALUATION			
Task 1:			
1.1 Revise MEL plan (as needed and as agreed with USAID)	EDC: Incomplete	None; a revised Monitoring, Evaluation and Learning Plan was submitted to USAID on June 5th, 2020. Feedback has been provided to USAID Let's Read by the Mission on the same. Revised version was submitted to USAID as of Q4	Submit revised versions in early Q4 FY 2020 Implement as needed; keeping in mind any revised directives from USAID on monitoring and evaluation issues as a result of COVID-19
1.2 Review (as needed) M&E Insight and PTS data management systems	EDC: Incomplete (this is ongoing for the life of the project)	None at this time	Continue reviewing as needed
1.3 Produce M&E QPR contributions	EDC: Incomplete (this is ongoing for the life of the project)	None at this time	Prepare FY 2021, Q1 report
1.4 Produce Project Annual Report	Complete	FY2020 Annual Report completed	

1.5 Update database and dashboard quarterly	EDC: Incomplete (this is ongoing for the life of the project)	Database and dashboard updated for this quarter.	Update with Q1 FY 2021 verified information.
Monitoring and Evaluation/Task 2: Project and Program Monitoring			
2.1 Collect school profile form and classroom enrolment data	EDC: Incomplete (On going exercise)	Data Collection to be done in Q1 FY2021 VVOB: The school profile forms were completed with updated data during the ECE teacher trainings.	Collect and update school profile data as soon as COVID-19 travel restrictions and school re-openings allow
2.2.1 Collect administrator and teacher training attendance data	EDC: Incomplete for FY 2020, Q3	As above	As above
2.2.2 Collect PTA attendance data	EDC: Incomplete	Activity is postponed as a result of COVID-19. Trainings were to take place in FY 2020, Quarters 3 and 4	PTA trainings will take place in FY2021, Q2&3
2.2.3 Collect youth volunteer attendance data	EDC: Incomplete	As above; plans on hold due to COVID-19 pandemic work and travel restrictions	Youth volunteer trainings will take place in FY2021, Q2&3
2.3 Pilot electronic district and school-based data entry (school-based assessment data, TLM tracking, coaching, literacy activities)	EDC: Completed	20 schools were randomly selected, 4 in each province specifically provincial centers. Orientation was done by project Data Assistants (DAs) on how to use the Let's Measure application to enter results. Week 5 and 10 results were entered by the selected 20 schools independently. Observations and Monitoring was done with the help of DAs (see details elsewhere in this report).	Continue providing remote support to the schools. For example, in Western province, some teachers from Katongo Primary School have requested for remote re-orientation.
2.3.1 Train district staff, teachers and head teachers in electronic data entry	EDC: Incomplete	The activity was scheduled to be continued in the April/May 2020 teacher trainings and continued in subsequent phases of teacher trainings for the remainder of the academic year. Unfortunately, due to Covid19, the targeted audience of educators and administrators was not reached except for those who participated as Trainer of Trainers.	Devise a contingency strategy to track participation.
2.3.2 Conduct on-site verification of district and school-based data reports	EDC: Incomplete	On-site verifications could not be actualized due to suspension of activities in the light of Covid19.	Some schools will be randomly sampled for verification as M & E Insight Database is updated.
2.4 Conduct monitoring data reviews using dashboard	EDC: Incomplete	Activity suspended as a result of COVID-19.	Through the Contingency Plan, scripts will be developed that will be shared by the DRTs.

LEARNING AGENDA²			
1. Performance Tracking System Implementation Study			
1.1. Draft study plans and tools	EDC: Complete	Tools finalised activity is completed	None
1.1.1. Train MoGE counterparts on PTS tools and protocols	EDC: Completed	None; selected MoGE counterparts at selected schools trained on tools and protocols (done earlier in FY 2020, Q2)	Activity will hold until operations are back to normal as tools depend on learner assessment observations.
1.1.2 Conduct site visits to coincide with standardized assessments	EDC: Complete	All the 20 schools sampled in the pilot were monitored and draft report prepared	Work with MoGE to facilitate implementation of remote re – orientation to Let's Measure so as to enhance practice.
1.1.3 Draft findings and recommendations	EDC: Complete	None; report with findings and recommendations completed.	Submission and sharing of final report with stakeholders.
2. Coaching Study			
2.1 Select case study participants and draft tools	EDC: Incomplete	With school level classes and activities closed since March 20, 2020 this has not been completed	Finalize and adjust any plans once schools re-open and COVID-19 work and travel restrictions are lifted.
3.2. Collect data	EDC: Incomplete	As indicated above	As above; timelines to be confirmed once travel restrictions are lifted
3.3. Analyze results and draft report	EDC: Incomplete	As indicated above	As above; timelines to be confirmed once travel restrictions are lifted
3. Community support for Literacy			
3.3 Conduct secondary research and draft FGD guides	EDC: Complete	None	None.
3.2 Conduct FGDs in selected communities	EDC: Complete	None	None
3.3 Analyze results and draft recommendations for SBCC messages and community engagement activities	EDC: Complete	None; Results were analyzed, draft report submitted to USAID on June 5th, 2020 ³ Selection of consultant to help with development and production of SBCC messages for community engagement activities is almost complete.	Once consultant is selected, SBCC messages for community engagement will be developed. SBCC messages for community engagement to be developed as selection of consultant is almost complete.
4. Transition from pre-primary to primary study			
4.1 Adapt assessment instruments for school-based administration	EDC: Incomplete	Initial preparations had been made and a tool, ZAMCAT, identified. A draft proposal for undertaking the study to USAID. However, given the similarities in a similar study being undertaken by	Review with USAID and develop alternative plans as needed.

² For easier tracking the numbering for the section on Learning Agenda activities have been updated from the approved Year 2 workplan. Activities however remain the same.

³ Suggested edits were received from USAID on June 25th, 2020. At the time of this report USAID let's Read is yet to submit the final revisions. This will be done in FY 2019 Q4.

		USAID Education Data Activity the Mission has questioned the feasibility of undertaking the same. Now, EDC will be partnering with VVOB to collect this data; discussions on the data collection tool are in progress.	
4.2 Field test revised assessment instrument and train assessors	EDC: Incomplete	As above	As above
4.3 Conduct baseline data collection	EDC: Incomplete	As above	As above
4.4 Analyze baseline data and draft report	EDC: Incomplete	As above	As above
5. Strategies for inclusion of deaf pupil's research			
5.1 Adapt assessment instruments for school-based administration	EDC & Kentalis: Incomplete	None; at present materials have been adapted and in final review stage before being shared with USAID.	Now slated for FY 2021, Quarter 3
5.2 Conduct FGDs and interviews	EDC & Kentalis: Incomplete	None; FGDs and interviews will only be conducted after instrument has been selected and adapted. It is also important to note that this can only take place if COVID-19 travel restrictions are lifted	Now slated for FY 2021 Quarter 4

ANNEX 4. MoGE REPORT HIGHLIGHTS

ACTIVITY TITLE AND DESCRIPTION

During FY 2021, Q1, four strategic meetings were held with the MoGE. These included:

- a. Review of teaching and learning approaches in light of MoGE guidelines around school re-opening and COVID 19
- b. Validation of additional ECE Materials
- c. Handover of TLMs to the MoGE

PARTNERS

Standards and Curriculum (CDC); Teacher Education and Specialized Services; Early Childhood Education.

REPORT PERIOD DELIVERABLES AND RESULTS

Review of teaching and learning approaches in light of MoGE guidelines around school re-opening and COVID 19

- a. However, USAID Let's Read held 2 meetings in the quarter under review. On October 15, 2020, and following on the meetings held in the previous quarter, CDC and USAID Let's Read had a meeting to discuss issues around school re-opening, including the implementation of standardised tests and how those should be handled given that the instructional contact time for students was shorter than usual. Let's Read also shared feedback from the telephone survey that was conducted in FY 2020, Q4 which highlighted several concerns including : (a) schools and teachers were unclear as to what they should be teaching – examples were seen where some teachers had 'picked up where they left off' as per the directive given by the MoGE In September 2020, while others had started the teaching of Term 2 content (b) reduced contact time also meant that students were not mastering the tasks as defined by the curriculum (c) teachers did not have the knowledge and or skills to apply accelerated principles of learning to literacy topics. In attendance were Acting Chief Curriculum Specialist, Principal Curriculum Specialist, Senior Curriculum Specialist-Languages, Curriculum Development Specialist-Monitoring and Research. One of the agreements reached was to better define and map content for schools under the changed school calendar; as well as seeing how best to come up with additional guidance on how teachers were going to tackle the teaching of literacy with reduced learner-teacher contact time.

- b. The second meeting with CDC took place on October 28, 2020 (online). Those in the attendance were Acting Chief Curriculum Specialist and the Principal Curriculum Specialist. The meeting aimed to review the template for mapping PLP teaching and learning materials. CDC promised to share CASAS reading book titles with Let's Read team. The Let's Read team also used the opportunity to remind the MoGE team about a number of issues that were pending their involvement and agreement. These included the need for finalization of the National Literacy Framework draft; as well as the need to look at updated orthography for the approved languages of instructions given the findings in the recent review of materials.

A number of other on-line meetings were held due to the restrictions created by COVID-19. These included the PLP Technical Committee and the PPP Steering Committee meetings. Additionally, USAID Let's followed up with the respective departments on a number of key implementation issues. For example, with TESS we discussed what additional methodologies could be used to support teachers at a distance.

Validation of additional ECE Materials

Four additional chapters and one annex (the ECE assessment tool) were validated by officials of three directorates (ECE, TESS, Standards and Curriculum) in a 3-day meeting in Kabwe, on 6-7-8 October 2020. Participation by MoGE in the development stage of these materials was low, because the technical meetings were held virtually. MoGE officials gave a lot of feedback on the developed materials. Therefore, the additional chapters still need to be adjusted, reviewed again by MoGE and by USAID before finalization.

Handover of Teaching and Learning Materials (TLMs)

On December 15, the U.S. government handed over 5,000 tablet computers and more than 2 million textbooks, readers, teachers' guides, and other teaching and learning materials, to the Ministry of General Education (MoGE). These tablets and materials will benefit approximately 20,000 teachers and 1.4 million learners in Early Childhood Education (ECE) through Grade 3 in five target provinces across the country. "The provision of textbooks and other teaching and learning materials is central to the quality delivery of education. Lack of high-quality learning materials affects learner performance, and this can be seen in the low literacy levels for learners from ECE to Grade 3. We are grateful that USAID is supporting teachers by collaborating with the Zambian government to combat this scarcity," said Catherine Chileshe, Grade 2 Teacher, Mwaba Primary School, Chinsali District, Muchinga Province, Zambia. As reported elsewhere, the U.S. government's distribution of these materials started in December during teacher

training workshops led by the MoGE for nearly 10,000 teachers. Each of the 4,661 schools benefiting from the project will receive a tablet to record pupil performance in standardized classroom assessments, which will be tracked over time. The tablets are installed with several teaching and learning applications and will help teachers capture, aggregate, display, and monitor learner performance through school-based assessments. School-level data will be available via the Performance Tracking System, a public dashboard that can be accessed by all education stakeholders, including parents and communities. Schools, working closely with provincial and district level MoGE Officers will use this information to proactively address challenges that have a direct impact on learners being able to read at grade level.

SUCCESSSES

The MoGE officials at province and district level have proven to be very dedicated to project activities. When the project decided to train ECE teachers in Christmas holidays, and even after this difficult period of school closure and school reopening, the officials contributed actively in the preparation of those trainings, with a very strict deadline.

The other major success was the official ceremonial handover of the TLMs and tablets by the US Charge d' Affaires, Mr. David Young to the Honourable Minister of General Education, Dr Dennis Wanchinga on 15th December, 2020. The TLMs procured for the Ministry were in excess of 2 million coupled with 5,000 tablets. Most of the TLMs were distributed to schools during the training of teachers in the use of tablets in December, 2020. The remaining materials will be distributed in FY2021, Q2.

CHALLENGES

The major challenge being faced by the Project is attributed to the ravaging COVID-19 pandemic. The cases that seemed to be getting fewer at the beginning of the quarter began to rise sharply by the end of the quarter. The consequences of the rise in the cases are that a number of activities requiring face-to-face interactions cannot be undertaken. Additionally, physical monitoring and mentoring are a challenge as a result of travel restrictions. This has the potential to severely negatively affect the overall performance of the project.

The USAID Let's Read Project was not able to have a joint review and planning meeting with MoGE as a number of key MoGE staff had other commitments out of town. In addition to this, the Project was not able to administer term 2 week 5 and 10 assessments due to inadequate learning time.

Validation of the additional materials proved to be a challenge. The development of those chapters took place in online meetings with very low participation rates of the MoGE officials. During the validation meeting, many officials still wanted to discuss and reflect on the content, on basic issues captured in the additional chapters, what actually should have happened during those previous meetings. Therefore the review of the additional chapters will take more time than planned for.

The Ministry also does not seem to have, and neither are they willing, to come up with accelerated plans to support the teachers so that they are able to make up for the lost time without compromising on the quality of education being offered.

LESSONS LEARNED

- Additional support needed by way of capacity building for MoGE departments for both technical as well as soft skills. The latter to include work planning, time management, and strategic thinking
- More discussions with the MoGE need to be at cross functional levels/teams. This will allow for improved inter-departmental communications, which will in turn positively affect project activities by having more planning and agreement at a big picture level
- More discussions need to be held with the MoGE's senior management team, including at the level of Directors, Assistant Directors and both Permanent Secretaries. This group will be needed to hold departments accountable for the timeliness, completeness and quality of their deliverables
- Improved coordination is needed amongst cooperating partners to avoid duplication of efforts and pulling of MoGE staff in multiple directions

NEXT QUARTER KEY ACTIVITIES

In FY 2020 I, Q2, USAID Let's Read will target a number of key activities including but not limited to the list indicated below. At the time of this report the reopening of schools have been delayed from January 18, 2021 to February 1, 2021 due to increasing cases of COVID 19. In the event that activities will have to be postponed due to any government and or organizational directives these will be discussed with the COR and a contingency plan put in place for such eventualities.

- Implement contingency plan to train the remaining ECE teachers not trained in December 2020/January 2021⁴

⁴ As reported elsewhere, with trainings for close to 700 ECE teachers who were not trained during the December 2020/January 2021 holidays as originally planned. A contingency plan to detail how these teachers will be trained was developed and shared with USAID on January 13, 2021. At this time this is pending approval.

- Conclude on configuration of tablets for onward distribution to schools
- Orientation of PTA/PCSC chairpersons and head teachers, as well as training of youth literacy volunteers starting with the Master Trainers training scheduled for February 2021
- Finalize on the distribution of TLMs and tablets, including updated apps.
- Implement standardised assessments for Term I across all three grade levels, and update the PTS
- Continue with materials development, including any review of materials with the MoGE and USAID as they concern the final reading package
- Hold data review meetings with MoGE at district and provincial levels
- *Air Parent as Partners* radio programmes aimed at parental and community involvement to improve learner outcomes
- Work with selected provider on Social and Behavior Change Messages (development and testing)

Annex 5. PLANNED MONITORING SCHEDULE FOR FY 2021, QUARTER 2

By the end of FY2021 Q1, the COVID-19 cases had begun to spike again as a second wave. This undoubtedly means that monitoring activities to check on teacher adherence to lesson delivery may be severely hampered. Be that as it may, the Project still plans to carry out monitoring to ensure that grade 1, 2 and 3 teachers are adequately oriented on how to enter standardised assessment data on to the tablets. Where plans have to change, further discussions will be held with the COR on how plans can best be adjusted.

Annex 6. SUMMARY OF ISSUES RAISED IN YEAR 3 WORKPLAN MEETING, HELD WITH THE MOGE, OCTOBER 22, 2020

Challenges and opportunities under Covid-19 by Department

The session was led by the Senior Reading Director (SRD)

1. Challenges

CDC:

- Grades 1-3 not assessed in Terms 1 and 2
- Unable to validate the National Literacy Framework in time to renew the Learners Books and Teachers Guides for the same level
- Unable to implement the literacy programme as planned
- Schedule of lessons in literacy framework have not been taught as planned hence creating a challenge on weekly assessments in all schools
- Standardized assessments have not taken off
- Coverage of the whole nation for literacy books to be in all schools

Standards

- Loss of learning time
- Delayed or postponed assessments for Early Grade Learners

Directorate of Open and Distance Education (DODE)

- Lack of materials to reach out to all learners using alternative modes of teaching and learning

Examination Council of Zambia (ECZ)

- Lack of opportunity to assess learners due to closure of schools

ECE

- Children in pre-schools were not able to improve in reading skills.
- Reading and writing were affected

Planning

- Unequal access to online/e-learning opportunities

Let's Read

- Economic decline has meant budget cutbacks for some private sector partners
- How to use an accelerated methodology to teaching learners literacy skills
- How to provide CPD for teachers in the short time frame
- Delay in programme implementation e.g. reaching teaching under VVOB

2. Opportunities

- Develop online literacy programme
- Educators to enhance and embrace technological skills necessary to reach out to learners

- Develop strategies to catch up on lost time and bring learning achievement in line with expected progression
- Share professional information regarding the teaching of literacy on the SLA WhatsApp group
- Work with the project in timely printing and distribution of textbooks in schools
- Train teachers
- Establish e-assessment system
- To break into areas never thought of before as a way of continuing to provide education services to both learners and teachers
- Procure materials to reach out to the learners in their homes
- Produce reading materials for ECE
- Provide sufficient Personal Protective Equipment (PPE) to learners in schools on time
- To re-look and refine the scope and sequence
- Find a different way to teach
- Building experience for capacity building from a distance

Setting the stage: findings from schools (Director M&E)

Some major findings

- Teachers in Grades 1-3 did not cover content for Term 1
- Most teachers in all the three grades had administered week 10 assessment and submitted to the DRCC
- Schools had picked up from where they ended in Term 1 but there were variations on what specific stage of literacy teaching they begun from
- Most schools have split classes according to MOGE guideline leading to higher work load for some teachers
- Inadequate learners books for literacy in most schools
- Grade 1 teachers indicated that they will not be able to complete work coverage for term 2 while Grades 2 and 3 teachers said there was a 50% chance that would
- Some of the general comments were:
 1. There is too much absenteeism. No enough desks, learners sitting on the floor and writing is a challenge and staffing is also a problem
 2. We need Teacher's Guides (we don't have any in school) and enough Learners' Books.
 3. Schools should be provided with enough learning materials and the monitoring team should at least visit once in a while to observe or monitor if things are being implemented accordingly
 4. When we closed the learners were okay but when we re-opened most learners have forgotten. We have gotten back to the basics
 5. There is need for refresher training

Plenary Discussion: Opportunities and Priorities (SRD)

Opportunities

- Write concept notes and plan the road map than just talk
- Literacy framework has been held onto, even literacy materials to be developed, time to act now

- Print and distribute teaching and learning materials to schools. Let's Read willing to support printing of materials translated from English. CDC indicated that most literacy materials come in English
- Material production of differentiated readers
- Teacher training module development
- Strengthen monitoring systems, local and external to ensure that teachers do the right thing in harmony
- Embark on orientation of teachers both in-service and preservice (by orienting lecturers) to bridge the gaps
- More teacher-pupil contact time for literacy lessons
- Provision of support materials
- No need to rush learning, introduce alternative school year calendar
- Develop and deliver much needed TLMs to schools before the end of the end of the year
- Availability of cooperating partners; use resources from cooperating partners to develop materials for intervention provinces. Government to do the rest
- MOGE to use data to plan and subsidize so that other five provinces also benefit
- Provide teachers with necessary teaching strategies to cope with the effect of Covid-19
- Constant orientation and monitoring of the implementation of the strategies

Priorities

- Training of ECE teachers in literacy teaching methodologies
- Orientation of teachers
- Print the National Literacy Framework
- Review the literacy course and print good numbers of textbooks
- Review Teachers Guides
- Program for supplementary readers
- Provide TLMs to enhance effective teaching and learning
- Need to map-out content to suit the available teaching and learning time provided so as to cover the prescribed content adequately
- Validation of the ECE literacy manual and have it printed and distributed
- Strengthen monitoring systems
- Identify, review and approve titles that are almost ready and printing to enable quick delivery to schools
- Come up with catch up strategies for the lost time for the learners
- Need to revise CPD manual
- Put training teaching and learning materials on the tablets

Year 3 Group Discussions

Objective 1 and 2 – Reading Intervention Package, Meet the Metrics

- Need to validate the NLF and send soft copies to schools
- Need for online sharing of teaching and learning materials that can be discussed at local level e.g. District Resource Centers

- Find ways of accelerating the teaching of literacy. Teachers should not concentrate on teaching one sound but use accelerated learning methodologies
- Use IVR to send out lessons. Use lessons learnt from Malikalidwe Athu Project
- Stress continuous assessment/formative assessment. Come with a deliberate attempt/guidelines to promote formative assessment

Objective 3- Performance Tracking System

- Use a cascade model of training for data managers: National, Provincial and District trainings
- Master Trainers would be drawn from MOGE HQ and Provincial Officers. Departments to be included will be Planning, TESS, Standards and Curriculum
- Second level of training will be Provincial trainings where DRTs and some district staff will be invited
- Third level of training will be training at Zonal Level where ZEST teams and teachers will be trained
- Tablets to be distributed during the trainings
- MOGE has a system of taking care of assets. What is needed is to harmonize and review the equipment handling manual
- For standardized literacy assessment item books it was agreed that teachers need to be trained on the guidelines and procedures for developing test items

Objective 4- Parent, community and Private Sector Engagement

- EBS, TESS and DODE will work with the project to review and approve Social and Behavior Change campaign messages
- EBS, Planning, and DODE will help with Parent and Community Involvement. This will be done through orientation of PTAs, coming up with reading circles and engaging community champions
- Non-monetary incentives will also be provided to volunteers and that ownership of the program should be emphasized
- Identify clear guidelines and share with head teachers
- Alternatives for training such as remote learning, IVR and use of tablets distributed to schools